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ABSTRACT

Devoted to articles on libraries in foreign countries, this issue of a quarterly journal focuses on how these libraries are using print and nonprint resources to serve their patrons. The structure and organization of these foreign library/media services are discussed, as well as their histories and the constraints that have shaped their services. An introductory article describes the International Association of School Librarianship, and the remaining 13 articles consider the libraries and media in 12 countries: Greece, Australia, Brazil, China, Japan, Iran, Pakistan, Portugal, Luxembourg, Austria, the Netherlands, and Sweden. (CGD)

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OHIO MEDIA SPECTRUM

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LIBRARIES and MEDIA

AROUND THE WORLD

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OHIO MEDIA SPECTRUM IS A REFEREED JOURNAL

The OHIO MEDIA SPECTRUM journal is a refereed publication. The journal has been refereeing manuscripts since January 1, 1986. Manuscripts are evaluated through a "blind review" process. Each manuscript is judged by at least two reviewers. The following OELMA members have served as reviewers for this issue of the SPECTRUM.

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PRESIDENT'S MESSAGE

Judy Mills

How large is the spectrum of your professional world? Is it limited to the school in which you work daily? Your school district? Perhaps it includes a local public library or a county system. For many OELMA members, the spectrum includes the State of Ohio, through the Ohio Educational Library/Media Association.

Riding home from the OELMA Fall Conference, the theme of which was "Invitation to the Future," I had an opportunity to read the evaluations you took the time to fill out after two busy days in Dayton. The conference was a challenge in many ways. It is hoped that the construction in the Convention Center did *not* limit your vision of the future that I was wishing you would see through the many programs presented.

As I read the evaluations, I was eager to see if the Program Committee was successful and, as the miles went by, I was delighted to find a number of comments concerning the speakers who came from other states to present the innovations in technology that are affecting those states. There were even requests to bring some of these speakers to future conferences in order to receive an update on their programs.

Our professional world is changing very rapidly. Our horizons are now moving from the State of Ohio to other states. The possibilities are limitless, and the challenge is there to learn all we can about library/media programs in other states and even other countries of the world.

This issue of SPECTRUM offers OELMA members an opportunity to learn about libraries in foreign countries and how they are using print and nonprint resources to serve their patrons. Through this vicarious tour, you will gain insight into how library/media services are structured and offered as well as the histories and constraints that have shaped these services. The articles provide an "inside" look at libraries and media around the world—written by librarians and media specialists who have worked in, or visited, these information repositories.

Lowrie opens this issue with an introduction and description of the professional, international organization for school librarianship. Fittingly, the issue's theme leads off with three articles about libraries in Greece—the birthplace of our Western culture and the spawning ground for the concept of "libraries." ***Birk*** offers an overview of Greek libraries; ***Shafer*** takes us on an interesting trek to a mountaintop, monastic library; and ***Karvouniaris*** tells us about libraries in Athens—emphasizing the American Community Schools' library.

Marantz provides a tour of Australian and New Zealand libraries and tells us how services are provided over the great stretches of land between population concentrations in these countries.

Next we hop across the Pacific, and ***McLean*** provides an overview of libraries in Brazil, with a focus on the University of Sao Paulo library system.

It's on to the Far East; here we are treated by ***Stephens*** to a glimpse and interpretation of libraries and their services in China, with a side trip to a Tibetan monastery library. Then ***Kon*** portrays the various types of libraries which are found in Japan.

Steering our Arabian carpet to the Near East, ***Kiikka*** tells us about her personal experiences living in Iran and working in the library/media center of the Tehran American School just before it closed. While in that region, we are treated by ***Hanif*** to a description of the library scene in Pakistan.

Next we swing over to Europe. Landing in Portugal, we are informed by ***Cabral*** about the library conditions, developments, and aspirations in this country. At our next stop, ***Christophory*** offers an explanation of the various libraries to be found in Luxembourg—this small country situated in the heart of Europe. ***Winnen*** provides us with her personal account of life for an American as a librarian in the American International School in Vienna, Austria. A quick jaunt brings us to the Netherlands, and ***Knul*** explains how technology is influencing the library services in this region. Another short skip and a jump takes us to Sweden, the end of our journey; ***Törngren*** and ***Lidman*** provide a picture of the public and research library facilities and services available in their country.

As we catch our breath from this whirlwind tour, we will probably recount the variety in the types of libraries and the differences in the services which are offered by each. We will have been privileged to have the opportunity to see how these libraries have developed and the part history has played in their formation. We also will have received a better understanding of the various influences which have shaped their collections, staff, and services. Instinctively, we will, no doubt, make comparisons with our own library/media centers and be able to draw some interesting parallels.

On our journey, we will have been led—hunched over—through the innermost tunnels of a monastery to a cavern library lit only with yak oil lamps to see precious and ancient manuscripts. We will have traveled to many continents and experienced only a few libraries; we will better appreciate just how vast our world is and how little we really know about our foreign professional counterparts. Inevitably, we will linger for a moment to wonder if all the automated databases that we will have seen being developed throughout the world will, in our lifetimes, be connected to make a WORLDWIDEINFONET?

We will also come to better understand just how true is the old cliché "what a small world this is," as one author sums up the expression we all will surely feel, "We library/media specialists all share the same heart"! As we return to the familiar surroundings and realities of our homeland, we will look out to the horizon which has been expanded for us, and we will probably start to map out a plan for the next time we can travel to a distant place, learn new ideas and insights, and make new friends with fellow library/media specialists—wherever they may be.

Many OELMA members use the summer as an opportunity to travel. Why not consider using some of this time to see library/media programs in different parts of the United States or other countries of the world? This issue of the SPECTRUM may offer some ideas and a guide for planning such a foreign itinerary and whet your appetite for such exploration. The conference of the International Association of School Librarianship, to be held in the United States this summer, is worth considering and offers another opportunity to talk with library/media professionals from around the world. I believe that such experiences will excite you and make you proud of your own state's library/media accomplishments. Most of all, I am certain you will return eager to prepare for a future in which we will have the opportunity to share information with—believe it or not—the world.

THE INTERNATIONAL ASSOCIATION OF SCHOOL LIBRARIANSHIP

Jean E. Lowrie

HISTORICAL BACKGROUND

The International Association of School Librarianship (IASL) was officially incorporated in 1971. Before then, there had been interest in creating a forum which would bring together teachers, school librarians, educators, and media specialists interested in this service. An informal discussion group had met at the World Confederation of Organizations of the Teaching Profession (WCOTP) conferences for several years during the 1960s. Margot Nilsen (Sweden), Carolyn Whitenack (USA), and John Thompson, WCOTP, were among the earliest initiators of this movement. In 1967, a small grant from the International Relations Committee of the American Library Association made it possible to host a luncheon for interested persons at the WCOTP conference in Vancouver, British Columbia, Canada.

Over 30 persons were guests at that meeting, and the discussion sparked three requests: (1) that a program on school librarianship be prepared for the 1968 conference, to be held in Dublin, Ireland; (2) that a steering committee be developed with representatives from the United Kingdom, Nigeria, Malaysia, Paraguay, Australia, and the United States of America; and (3) that a survey be made to determine the extent of school library service among WCOTP members. These activities were carried out and, at the Dublin meeting, an ad hoc committee was formally established within WCOTP to promote further activity.

The 1969 conference was held in Abidjan, Ivory Coast, and the 1970 conference, in Sydney, Australia. During the Sydney conference, a motion was made to organize an international association. Bylaws were drawn up during the year, approximately 75 charter members subscribed, and during the WCOTP conference in Jamaica in 1971, the association was duly inaugurated by John Thompson, WCOTP General Secretary. IASL has been affiliated with WCOTP since that time and through 1977 held its conferences in the same locale. Since then, however, because school library strengths varied in different countries, it was mutually agreed that IASL would seek invitations from countries particularly supportive of school library/media. An IASL representative generally attends WCOTP conferences, and reports are regularly sent to WCOTP headquarters. One of the most recent joint efforts was the publication of a position paper, approved by both General Assemblies in 1984, on "The Role of the School Library."

PROJECTS AND PUBLICATIONS

Following the organization of a school library standing committee within the International Federation of Library Associations and Institutions (IFLA), IASL has maintained a working relationship with that group, regularly electing a member as part of its membership within IFLA; reciprocally, the IFLA school library committee has sent a representative to the IASL meetings. IASL also belongs to the Children's Libraries,

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Jean E. Lowrie *is Dean Emeritus of the School of Library Science, Western Michigan University, and current Executive Secretary of the International Association of School Librarianship.*

Library Education and Training, and Research sections of IFLA. As part of the school library group, an IASL representative has participated in the task forces which have worked on guidelines for media centers, teacher/librarian competencies, teachers, and information and school libraries among others. The maintenance of a relationship with both the international education and librarianship associations has been very important, since school librarians must participate locally in the same dual fashion. In addition, IASL maintains a Category C status in UNESCO and works informally with the International Reading Association and International Board Books for Young People (IBBY).

IASL has several publications: a quarterly newsletter which goes to all members, the proceedings of annual conferences containing all the papers pertaining to the theme, and "People to Contact for Visiting School Library/Media Centers"—now in its fourth edition. The newsletter includes book reviews of publications from many countries, feature articles on developments in particular areas, and school library activities as well as association news. IASL has also published several individual-type monographs, the most recent being "Indicators of Quality—A Guide to Evaluation," a joint effort with the Illinois Association of Media Educators.

To celebrate its 15th birthday, IASL has established a fund to help support the attendance of school library leaders from developing countries at IASL conferences. Another important project is the IASL/UNESCO book program for school libraries in developing countries.

Although the members of IASL are primarily individual librarians or library institutions, school library/media associations may also belong. About five years ago, these associations requested an opportunity, during the conference, to have a representative from each of their organizations meet specifically to discuss association problems. This developed into a forum or Association Assembly, which shares highlights of activities carried on by each of the associations respectively. These are published in an "Association Communique," which also includes discussion highlights of concerns—both their own and those they have about IASL. This feature has helped to unify members through a better understanding of the relationships of state/provincial and national associations.

THE 1988 ANNUAL CONFERENCE TO BE HELD IN THE UNITED STATES

The annual conferences have been held in many countries around the world and on every continent. In 1988, the IASL conference will be held in the United States for the first time since 1976. It will be held at Western Michigan University, Kalamazoo, Michigan, July 24-29, 1988. The theme will be "Great Expectations: Standards, Innovative Programs, New Technology." We look for good representation from Ohio. Pre- and post-conference study tours have become an important part of IASL meetings. They have given conference participants an opportunity to visit the school libraries of the region as well as historical and representative landmarks within the country. The camaraderie as well as the extended knowledge coming from these experiences has built strong international bonds.

ASSOCIATION OBJECTIVES

During the 1986 conference in Halifax, Nova Scotia, the revised bylaws were accepted. These included the following expanded objectives, which best describe what IASL tries to do:

- To encourage the development of school libraries and school library programs throughout all countries.

- To promote the professional preparation and continuing education of school librarians.
- To foster a sense of community among school librarians in all parts of the world.
- To foster and extend relationships between school librarians and other professions connected with children and youth.
- To foster communication and research in the field of school librarianship, taking into consideration pertinent knowledge in related fields.
- To promote the publication and dissemination of information about school librarianship and materials for children and youth throughout the international community.
- To initiate and coordinate activities, conferences, and other projects in the field of school librarianship.

CURRENT OFFICERS

The present officers of the IASL are Michael J. Cooke, President (Wales), John G. Wright, Vice-President (Canada), and Donald C. Adcock, Treasurer (USA). Judith Higgins is Editor of the newsletter, and Jean E. Lowrie serves as Executive Secretary. The Directors represent eight countries: Nigeria, Japan, Canada, Jamaica, Malaysia, Australia, Norway, and Kenya.

WHO CAN BECOME AN IASL MEMBER?

IASL welcomes as members all persons who believe in the value of school library/media centers. The literacy and information needs of our children, both now and in the future, are the major emphasis; understanding and service is the major function.

The membership year is July 1 to June 30. Primarily, two types of membership are available: personal and association. Annual personal membership fees are $15 (U.S.), while association membership fees are $20 (U.S.).

Information about membership as well as the upcoming IASL international conference, to be held in the United States, should be directed to the author at P.O. Box 1486, Kalamazoo, MI 49005, U.S.A.

AN OVERVIEW OF GREEK LIBRARIES

Nancy Birk

INTRODUCTION

Most of the observations included in this article stem from a study of Greek libraries.[1] This investigation included on-site interviews conducted during the spring and summer of 1986 by the author, Dimitris Karageorgiou (a current graduate student in KSU's School of Library Science), and Scott L. Shafer, Director of the Wellsville (Ohio) Carnegie Public Library. Ninety-three libraries of all types were visited, and a standard questionnaire was used as a follow-up.

ACADEMIC LIBRARIES

The first university to be established in Greece was the University of Athens in 1837. Much later, in 1925, the University of Thessaloniki was founded. There are seven other, more recently established universities in Greece, including the Universities of Patras, Ioannina, Thrace, Crete, Thessaly, the Aegean, and the Ionian. Many of these universities have departments which exist only on paper. These departments have been granted legal status, but for a variety of reasons, they are not yet functioning. Examples of these include the Medical School of the University of Thrace, Alexandroupoli campus, which is still a part of the Medical School of the University of Thessaloniki, and the University of Thessaly, which has established administrative offices in Athens, but has no functioning departments.

Other than the universities, there are eight professional schools, each of which specializes in one area of study (e.g., the School of Industrial Studies—Thessaloniki and the School of Fine Arts—Athens). Although they have the name "college" as part of their titles (e.g., Anatolia College in Thessaloniki and Athens College in Athens), private schools are usually not considered university-level institutions.

Most of these academic institutions contain libraries of one form or another. The University of Thessaloniki will serve as a model for Greek academic institutions, as an analysis of all these different institutions and their libraries would encompass far more than the scope of this article.

The Aristotelian University of Thessaloniki consists of 12 schools, composed of 36 departments. It is the largest university in Greece, with approximately 55,000 students. Buildings, including a central library, are grouped in a campus arrangement.

Within the university system, there are approximately 245 separate libraries. The size of these collections varies from 50 to 30,000 volumes. Some departments, such as the English Department, have their own individual libraries. Other university-owned collections are housed in professors' offices or in sections of departments. The Physics Department has several "section" collections. The applied physics and the solid physics collections are examples.

***Nancy Birk**, a confirmed Hellenophile, is Associate Curator of Special Collections at the Kent State University Libraries.*

The central library is in a separate building and attempts to exert some control over these smaller, decentralized libraries. Currently, this control is limited to the classification of materials (LC). Budgetary control of each library remains with the parent department.

There has been an attempt to develop a union catalog for the 245 separate collections comprising the library system. A computerized union catalog has been developed for the periodical holdings. It is hoped that this will later serve as a model for the union catalog of other library materials.

Departments of the central library include administration, classification, circulation, bindery, and interlibrary loan, which is administered through the International Federation of Library Associations and Institutions (IFLA). There is no reference department. The library is governed by an eight-member committee that consists of five members from the faculty union, one member from civil service ranks, one student, and the director of the central library, who functions as chair. A collection of approximately 500,000 volumes and 3,500 periodical titles is housed in closed stacks. Materials are circulated for 15 days to students and for a month to faculty and staff. The library is open from 7:30 a.m. to 3:00 p.m., Monday through Friday. Study areas, but not library materials, are available to students from 3:30 p.m. to 8:30 p.m. The central library currently employs a staff of 16, none of whom holds a graduate degree in library science. The director of the library has a degree in law, and others hold university degrees in disciplines varying from economics to philosophy.

Only a few of the personnel working in the departmental and sectional libraries have had library training. A postsecondary school, the TEI, established a library training program in Athens in 1977, and in Thessaloniki in 1981.[2] The TEI program is not a university-level program, and its graduates usually acquire positions in public libraries. Currently, there is no operational graduate program in librarianship[3] and no provision in the law for "professional" positions in academic libraries.

The University of Thessaloniki is by no means completely representative of all university libraries. However, by using the University of Thessaloniki as an example, an attempt has been made to address the more salient issues facing the academic libraries.

PUBLIC LIBRARIES

Public libraries in Greece are of three types: (1) dimosies, which function as county libraries, under the control of the Ministry of Education; (2) dimotikes, which function as municipal libraries, under the control of the respective mayor and city council; and (3) pedikes, which function as children's libraries and are presently under the control of either the Ministry of Agriculture or the municipality.

DIMOSIES

Currently, 39 of the 52 proposed dimosies have been established. Eventually, there will be one dimosy for each county unit.

Cataloging is done in-house. The Dewey Decimal Classification (DDC) has been translated into Greek, and an additional expansion of the schedules for Greek history and literature has been provided. About half of the dimosies surveyed classified materials utilizing only the hundreds schedule of the DDC. The other half used the full DDC. Collection size ranges from 20,000 to 60,000 volumes, with the average collection at 50,000.

The dimosies typically use neither a standardized loan period nor circulation policy. In the library at Veria, where closed stacks exist, ony a small portion (approximately 2,000) of the total 52,000 volumes circulate. Typical of dimosies, the books that circulate are usually literature and history.

Library personnel of the dimosies are public employees, hired and paid by the Ministry of Education. It is required by the Ministry that the director be a university graduate. Since Greece does not offer university degrees in library science, the directors usually have undergraduate degrees in law or economics. No educational requirements for other library employees have been stipulated. Most library training occurs on the job.

A common goal of these county libraries is outreach. This is accomplished through a bookmobile service. Currently, 21 bookmobiles serve 1,477 villages. In some cases, the vans travel great distances, even by ferry from island to island. Usually, a circulating collection is placed in the city hall or local school. Books are also circulated directly from the van. Obviously, with so few vans serving so many villages, bookmobile stops may occur only three or four times a year.

DIMOTIKES

For the most part, the dimotikes have developed independently of any parent organization. Not all of the 112 municipalities have a library. Funding and governance emanates from the respective mayor and city council.

Dimotikes have the greatest variety in the types of catalogs used. Many have only an accession book to serve as a guide to the materials. The size of collections varies widely, from under 30,000 to over 60,000 volumes. Book budgets vary from zero to over one million drachmas per year.[4]

Since personnel are hired by the respective municipalities, there are no standard requirements.

PEDIKES

The pedikes can be divided into two types: those under the control of the Ministry of Agriculture and those created and governed by the municipality, similar to the dimotikes. The 21 pedikes under control of the Ministry were established by law in 1983 and are located in rural areas. A centralized administration uniformly supplies cataloged books to each library. All pedikes have under 5,000 volumes, with no periodicals. With the exception of one, all pedikes circulate materials for a 15-day loan period.

SCHOOL LIBRARIES

School libraries are virtually nonexistent. Usually, there is a room of books that is labeled the "library." In essence, this room functions as a depository for books which have found their way to this room for lack of a better place. These "libraries" are usually not staffed or cataloged and offer no services to the pupils.

Many of the public libraries, acutely aware of this void in school libraries, make filling the deficiency one of their major goals. for this reason, the outreach programs of most public libraries are geared toward children.

SPECIAL LIBRARIES

Special libraries exist in businesses, hospitals, museums, and monasteries, among others. In the cities of Athens and Thessaloniki, libraries affiliated with foreign embassies and consulates serve as educational extension of their governments. In both Athens and Thessaloniki, the United States Information Service (USIS) operates a library as part of the American Center. There are also libraries in the Goethe Institute (West Germany), the French Institute, the British Council, the Cultural Institute of Italy, and the Cervantes Spanish Institute. These libraries are professionally staffed and have active programs of collection development. While Greek public libraries generally are closed to the concept of media as learning tools, the libraries mentioned above, like the libraries in the countries they represent, employ more forms of media than their Greek counterparts. For example, the Library of the American Center has a vast and growing collection of documentaries and feature films in VHS format. While these videotapes are not circulated, a room is available for viewing them. Statistics kept by these libraries reveal active use of videotapes.

USE OF MEDIA

The various forms of nonprint media do not play a major role in Greek libraries. The fundamental reason lies in the Greek attitude toward libraries. A statistical sampling undertaken by the Greek literary magazine DIAVAZO in 1981 revealed that of the 20 percent of the Greek population that "occasionally" reads, 90 percent have never borrowed a book from a public library.[5] To the average Greek, the library is the place where one can find "serious" literature. It is definitely not the place where one would expect to find the latest videotape, a computer software package, or even audio recordings of popular music. Most Greek libraries do not collect popular magazines or copies of bestsellers, either. The public's attitude is reflected in the collections of the libraries and is demonstrated by the verbal responses of the "librarians" interviewed. Most replied that popular magazines had no proper place in the library. They could be bought "in the streets." When asked aobut collecting nonprint media such as records, films, and cassettes, the Director of the National Library, P. Nikolopoulos, responded, "There is a problem here, because opinions vary . . . if it were a record or cassette that contained a literary text, there is the view that this should be added to a library collection."[6]

Nonliterary media with a "serious" intent do play a role in libraries. The "Linguaphone" system of audiotapes for language learning can be found in many libraries across the country. Many Greeks speak a second language and attend special classes to acquire this skill. Language tapes are heavily used. Filmstrips that have a "serious" orientation, especially those concerned with topics like mythology, Greek culture, and geography, are popular in public libraries.

One of the questions asked concerned the present or future use of computers. Many responded with a chuckle. Others replied that they would add computers in the future. All regarded the use of computers as administrative. The idea of making them available for public use was unthinkable. Libraries are not well funded, and computers are expensive. Most saw computers as purchases in the distant future. Because of an "austerity" program introduced by Prime Minister Papandreou and his Panhellenic Socialist Party (PASOK), all foreign goods are heavily taxed, some as much as 200 percent. This explains the chuckle.

VISITORS TO GREECE

In concluding this overview of Greek libraries, several caveats are offered the American visitor planning to use Greek libraries.

First, a rudimentary knowledge of the Greek language is essential. English is understood in libraries in the Athens area (the National Library, Libraries of the Parliament, and Benaki Museum Library, among others), but outside Athens, few understand more than the pleasantries of the English language. And, since catalogs and guides are few and in some cases nonexistent, questions must be asked to locate desired materials. However, the English departments at the universities mentioned above or the American Embassy or Consulate should be able to supply names of students who can function as translators.

Second, hours of operation are limited. Generally, hours are 7:30 a.m. - 1:30 p.m. during the summer and 8:30 a.m. - 2:30 p.m. during the winter. Some public libraries have evening hours. Libraries in the Athens area may have afternoon hours. Few have weekend hours. Some may have hours on Saturday, but never on Sunday.

Third, one should avoid the holiday periods, specifically the week before and the week after Orthodox Easter, the two weeks following Christmas, and the month of August, when most libraries are closed.

Lastly, some librarians may ask to see a passport, but none will turn away a researcher, with the exception of the monastic libraries.

REFERENCES

[1]"A lack of qualified personnel" is what the director, Dimitris Dimitriou, of the central library at Greece's largest university termed the most pressing issue facing Greek libraries. It was recognition of this deficiency that prompted Greek university officials to request specifically that a librarian be sent as the first faculty member to participate in a new exchange agreement. Shortly after, this agreement was signed between the Aristotelian University of Thessaloniki and Kent State University. The author was appointed Visiting Head Librarian of the English Department Library during the academic year 1985-86.

[2]TEI (**Teknologika Ekpedeftika Idrimata**), a technical training school (not university level), offers a diploma in librarianship. The Thessaloniki school has graduated approximately 40 students, and the Athens school, approximately 600.

[3]A legal decree exists establishing a graduate school of librarianship on the island of Corfu as part of the University of the Ionian. This school is not yet operational.

[4]At the time this study was undertaken, the dollar was equivalent to 145 drachmas.

[5]**"Enis ke to vivlio"** (The Book and Us), DIAVAZO, Vol. 49 (January 1982), pp. 46-66.

[6]**Translated** from the Greek, **"Ethniki Vivliothiki"** (The National Library), TO TETARTO, Issue 13, (May 1986), pp. 7-8.

A LIBRARIAN'S JOURNEY TO MOUNT ATHOS

Scott L. Shafer

INTRODUCTION

In the spring of 1986, the author took part in a research project to survey the current status of libraries in Greece.[1] The research team toured the country and examined all types of libraries. Perhaps the most unusual were found in the Greek monasteries. Monasteries exist throughout Greece, but their greatest concentration is on the peninsula of Mount Athos. This isolated area has maintained itself as it was in medieval times, with little change or modernization. While a comprehensive survey of Athos was impossible due to travel difficulties and the time limitations placed on foreigners by the Eastern Orthodox Church, an interesting overview may be drawn of this unusual community, the steps required to get there, and its libraries.

THE HISTORY OF ATHOS

Mount Athos, the "Holy Mountain," is located on the easternmost prong of the Halkidiki Peninsula in the Aegean Sea. As early as the 7th century A.D., individuals gathered on the Peninsula to pursue ascetic lives. In 885 A.D., the Byzantine emperor Basil I declared Athos a cloistered community (closed to the outside world and all women). In 996 A.D., construction began on the first great monastic buildings, the Grand Lavra. During the Middle Ages, the patronage of emperors and men of influence allowed the community to flourish. The number of monasteries increased to nearly 200, housing as many as 40,000 monks. The decline of the Byzantine Empire and the expansion of the Ottoman Empire ended the growth of the community. Subjected to repressive Turkish domination, with heavy taxes against the Church, the monasteries were forced into decline. In 1912, when Greece liberated Halkidiki from the Turks, Athos joined the Greek Republic.

Today Mount Athos is an autonomous state under the Greek Republic, with the number of monasteries fixed at 20. Approximately 3,000 monks live on the Peninsula (women are still forbidden). In matters spiritual, Athos is responsible to the Patriarch of the Eastern Orthodox Church. In matters of governance, a representative council from the monasteries rules. A governor, small police force, and a few administrators maintain the law and order according to Athos' constitutional charter on behalf of the Republic.

THE JOURNEY TO ATHOS

For an American, the journey to Athos begins with presenting oneself, with passport, to the American Consulate in Thessaloniki. A letter is obtained from the Consulate requesting that the individual be admitted to Athos. This letter is taken to the Ministry of Northern Greece in Thessaloniki, which handles the admission of all foreigners to Athos. The Ministry issues only ten entrance permits to foreigners each day, and visits are limited to four designated days (three nights). Greek nationals may stay longer by reregistering with the civil authorities every four days. Names may be placed on a reservation list ahead of the actual visit, but registration requires a passport.

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From Thessaloniki, one travels approximately 125 kilometers (75 miles) to the port of Ouranoupolis. Both buses and taxis run from Thessaloniki to Ouranoupolis. Because Athos is on a rustic site and there are no roads to the Peninsula, a ferry from Ouranoupolis to the monastic port of Daphne is the only means of access.

At the ferry, foreigners relinquish their permits and passports to the officers of the ship (Greek nationals turn over their identity cards). The voyage, on a ship large enough to transport construction equipment, lasts approximately two hours. Upon reaching Daphne, visitors are directed to a bus which takes them up the mountain to the capital city of Karyes. The 12-kilometer (7-mile) drive takes nearly an hour because of the rough, steep road. Breakdowns are common—and this is the only regular transportation on the Peninsula.

Karyes, the seat of Council and civil government for Athos, has several dozen buildings, shops, and a cafe. At the administrative building, visitors pay a small fee, and their permits and passports are returned. At this point, visitors are on their own, and the conveniences of the 20th century are hours away.

One option is to return to Daphne on the bus and attempt to take a boat to the monasteries. A ferry stops twice weekly at each monastery or its port. Occasionally, rides may be obtained from fishing boats making deliveries between monasteries. The ferry and boats, unfortunately, are neither regular nor reliable.

The surest means of getting anywhere on Athos, as it has been for nearly a thousand years, is to walk. The best prepared travelers bring hiking and camping equipment. Monasteries are anywhere from several hours' to a full day's trip from Karyes. A few roads for construction vehicles lead to some monasteries. Paths and trails make up the rest of the way, winding through beautiful mountain terrain dotted with ruins and abandoned buildings. The four-day limitation, coupled with the rugged countryside, makes travel to more than a few sites impossible.

Time and distance are another consideration for the traveler on Athos. The monasteries close their doors at sunset, the traditional end of the day for the monks. If a visitor does not reach a monastery by nightfall, the fortified doors will be closed to him. Daily travel is required, because guests are not permitted to spend more than one night in a single place.

The permit becomes a letter of introduction to the monasteries. With it, the hospitality of the monks is extended to the visitor. At a monastery, visitors present their permits, sign a guest book, and are generally treated to some modest refreshment (sweets, fruit, or a glass of Greek liquor, ouzo). Spartan meals of hard-boiled eggs, feta cheese, grapes, brown bread, and gruel are provided twice a day. Visitors stay in small rooms with two or three beds, separate from the monks' quarters. Once settled, visitors may explore the countryside or the monastery, attend services with the monks, or simply retreat for contemplation.

Seldom visited by pilgrims and tourists are the libraries found in all monasteries. While each library is unique, all share some common characteristics. One such library may serve as an illustration of the collections, functions, and the general nature of these monastic libraries set in a world that has not changed since the Middle Ages.

STAVRONIKITA: AN EXAMPLE

The library of Stavronikita[2] is located in three rooms on the northeast side of the monastery. Each room houses one of the three parts of the library: a theology collection, archives, and a rare books section. The main room serves as the reading room/librarian's work area, and it houses the monastery's collection of modern theological works. Sparsely furnished and neatly whitewashed, it overlooks the Aegean Sea. This allows sufficient natural light for reading during the morning and midday. Light during inclement weather and evenings is provided by oil lamps. The lamps, used throughout the monasteries, pose a serious problem nearly forgotten in modern library facilities—the ever-present danger of fire. As recently as the late 1960s, the library of Simonopetras was nearly destroyed by fire.

THEOLOGY COLLECTION

The theology collection of nearly a thousand volumes includes works of philosophy, literature, history, Bibles and commentaries about them, and works related to the Church. Books are acquired mainly by donation. Money is seldom available for the library, but special requests for funds can be made when volumes are needed. The collection is arranged according to the letters of the Greek alphabet. Each letter represents a broad subject area, and volumes are arranged alphabetically by the author's name within the area.

Unlike some public libraries in Greece, which use an accession book or simple author and title cards, Stavronikita maintains an author/title card catalog with full bibliographic information in a standard format. The catalog is typed on 5 x 8 cards with a portable typewriter (the library's only concession to modern technology). Both the cataloging format and classification scheme were developed by one of the monks, based on his readings about library organization. In general, one monk is responsible for the library, but others may assist him.

Volumes are allowed to circulate to members of the monastery for indefinite periods. Time is not a factor in lending books or searching for a particular volume. The assumption is that a monk has his entire life to read or locate a book. Volumes may be borrowed by monks from other monasteries for less liberal loan periods. If a monk knows of a title in which he is interested, he may request it through the courier service that operates among the monasteries.

ARCHIVES

The archives are housed in a room adjoining the main room. Because of limited

space, some of the less popular books from the theology collection are also stored with the archives. The institutional records of the monastery form this portion of the collection and date back to the 15th century. Official documents, ledgers, correspondence, and the various writings accumulated by the monastery are arranged in roughly chronological order. Bound volumes of records are gathered by series when possible. No inventory or catalog exists for the archives, which are seldom used and have suffered losses during the monastery's long and often turbulent history. Just as war, fire, natural disasters, financial difficulties, and even pirates have affected the operation of the monastery, they have affected the primary sources of its history.

RARE BOOKS

Rare books are housed in a room separate from the main room and archives. These are the oldest volumes in the monastery. Stavronikita has a collection of 171 manuscripts, as well as liturgical scrolls, incunabula, and older printed books. The collection represents what has survived the centuries from times when emperors, kings, and men of great wealth were patrons of the monastery, and large numbers of monks could produce such works of art. Today, additions to the rare books collection are uncommon. The materials are arranged roughly according to age and size. Published catalogs of the rare materials provide limited bibliographic access to the volumes. However, these catalogs are few, difficult to locate, and seldom traceable through the library indices and databases available to American librarians. There are some 12,000 manuscripts in the monasteries of Athos. The manuscripts include Gospels, Psalms, lectionaries, and liturgies. They date from the 9th to 15th centuries and are among the finest examples of Byzantine illumination and calligraphy.

Often, access to the libraries, particularly to rare materials, is obtained only with difficulty. As stated by the monks, access to the libraries is granted only with permission of the Patriarch. This policy is interpreted differently in each library. For example, Stavronikita allows access to the entire collection, but restricts research use of its manuscripts on the basis of permission. The largest monastery, the Grand Lavra, brings many of its finest manuscripts out to visitors to view as part of their welcome to the monastery. At the other extreme, Docheiariou, a monastery on the southeast side of the Peninsula, allows no access even to the rooms of the library without a letter of permission.

CHANGE TO ATHOS

Accessibility to some of the materials in the libraries, as well as to Athos itself, is slowly changing. Several institutions are part of this change. The Patriarchal Institute of Patristic Studies is one such organization.[1] Governed by the Patriarchy of the Eastern Orthodox Church, the Institute was created primarily to see that the manuscripts on Athos are microfilmed and available at the Institute in Thessaloniki (Monastery of Vlatadon). The project, approximately half complete, proceeds as funds become available. The Institute also operates a library of 12,000 volumes. It collects works relating to Athos, including many of the hard-to-find catalogs of manuscripts in the monasteries.

Another organization leading change is the Center for the Preservation of Mount Athos Heritage. Formed in 1981, it is an agency under the Ministry of Northern Greece dedicated to the preservation, restoration, and study of the Athos community. Preservation projects encompass all facets of Athos: buildings, decorations, icons, relics, frescos, and even the utilitarian objects of everyday life. The manuscripts and archives are considered part of their efforts. To this end, they have established a bindery at the Grand Lavra to repair and restore damaged volumes.

The Center also attempts outreach services aimed at increasing awareness of the cultural wealth found on Athos. Their publications include an annual album/calendar focusing on some aspect of the community. The albums are beautifully illustrated, with large color photographs and short texts in both Greek and English. The 1987 album was dedicated to illuminated manuscripts. An exhibit of these materials is tentatively planned for 1988.

THE ONCE SHY NATURE OF ATHOS SLOWLY YIELDS TO MODERNIZATION

A major focus of the efforts of the Center for Preservation is the restoration of the architecture of the monasteries. This has meant the introduction of construction crews, heavy equipment, and modern technology to a largely medieval world. To pay for this work, the monasteries have begun taking timber from the land on Athos, thus creating more contact with the outside world. The fact that construction roads, no matter how temporary, now exist where footpaths once stood is evidence that Athos is changing.

The influx of construction workers, lumber men, and tourists combines with the public relations and scholarship fostered by the Institute and Center to give the holy community of Mount Athos an exposure to the outside world unknown to it in the past. Nevertheless, it remains a unique setting for libraries.

REFERENCES

[1]The research team consisted of three persons: Nancy Birk, associate curator of Special Collections at Kent State University and visiting librarian of the English Department at the University of Thessaloniki for the 1985-86 academic year; Dimitris Karageorgiou, a graduate of the University of Thessaloniki and currently a graduate student in the Kent State University School of Library Science, sponsored by the Fulbright Foundation; and the author, whose research time in Greece was sponsored by the Board of Trustees of the Wellsville Carnegie Public Library through the Struthers Trust. The research team's findings on public libraries will appear in the January 1988 issue of the INTERNATIONAL LIBRARY REVIEW.

[2]Tour of Athos, May 19-22, 1986.

[3]Interview, April 22, 1986, staff of the Research Institute for Patristic Studies.

ATHENS: A UNIQUE EXPERIENCE FOR THE BIBLIOPHILE

Janet Showkeir Karvouniaris

INTRODUCTION

Book collecting and the concept of "library," as we now understand it, originated in the classical world. Archive repositories and libraries existed in larger Greek temples even in early times. Early Greek scholars and playwrights possessed private collections of books until the 4th century, when the first important institutional libraries were developed along with the great schools of philosophy. The libraries of the Schools of Plato and the Epicureans were influential for centuries, and the famous collection of the Peripatetic School, founded by Aristotle and intended to facilitate scientific research, is said to have provided the model for the Alexandrian Library, the greatest in antiquity.

Today, in Athens, Greece, this proud tradition continues to be represented in a wide range of libraries, both Greek and foreign. Athens is the largest city in Greece; over one-quarter of the country's population resides there. It has become not only the political and commercial capital, but also the center of intellectual life. Visiting scholars have access to unique library collections in a variety of languages.

NATIONAL LIBRARIES

Most visitors, scholars, or tourists will first become familiar with the National Library, one of three stately structures in the classical style on Panepistimiou Street (University Street). This building, made of Pentelic marble and erected between 1887 and 1891, houses the largest general reference library in Greece. As the national repository, it is maintained by the state and includes print media related to all general subjects in several languages. The contents of the library were brought together in 1903, and since that time they have received, by legal right, one free copy of each book and periodical published in Greece. The collection contains about four and a half million volumes and several thousand manuscripts. A small, permanent exhibit of some of the rarer pieces is on display in the foyer.

The card catalog is organized by both the Greek and Latin alphabets to facilitate easy use by all, and an alphanumeric system is used to organize sources by author. One can access materials by completing a request form and having a librarian pull them from the stacks. Photocopies may be made on request, depending on the age and condition of the document. However, the general rule for books prior to 1850 is that no photocopying is permitted. Since there is no public university library science program in Greece, librarians must complete private school education or study abroad for this training. The staff of the National Library is experienced and helpful and speaks several languages.

Janet Showkeir Karvouniaris *holds a bachelor's degree from Miami University and a master's from Western Michigan University. A native of Oxford, Ohio, she taught in the Lakota Local School District, West Chester, Ohio, from 1981 to 1983. Mrs. Karvouniaris has been a resident of Greece for 10 years; she has been associated with the American Community Schools of Athens since 1976. She is currently on the International Baccalaureate faculty of the Academy, teaching history and sociology.*

For contemporary sources in the sciences and the arts, one must visit the National Research Center and the Parliament Library, respectively. The former is a reference library containing scientific journals and periodicals in all languages except Greek. The latter, located behind the National Gallery, contains art books and journals which focus on the periods after the 15th century and on modern Greek art.

FOREIGN INSTITUTES

A number of foreign institutes provide language education, cultural activities, and small but interesting libraries for reference use. The French and Italian Institutes, the Goethe Institute, the British Council, and the Hellenic American Union, all located near the city center, offer foreign students, teachers, and visitors access to print and nonprint media such as audiocassettes, videocassettes, films, recordings, and slides pertaining to the respective culture.

The British Council houses an English language lending library and a small general reference collection on separate floors. The lending library allows members who pay an annual fee (equivalent to U.S. $11) to borrow up to five books for three weeks. Using the card catalog, which is organized according to the Dewey decimal system, one may select from fiction and nonfiction by British and other authors, children's books, and music cassettes. The limited reference library covers a variety of subjects mostly by or about British authors. There are also a number of sources on Greece and Greek antiquities. The microfiche collection includes the BRITISH TELEPHONE DIRECTORY, BOOKS IN PRINT, and the BRITISH MUSEUM LIBRARY BIBLIOGRAPHY. All materials here are organized by subject, author, and Dewey number.

The Hellenic American Union is a modern, seven-story structure in the heart of downtown Athens and serves the Greek and foreign communities as a center of continuing education, language education, and cultural programs. In addition to a theater, classrooms, and two exhibition galleries, it houses the American Library and the Hellenic American Union of Greece Library. The former will immediately make any American student feel right at home. It is spacious and well-lit and contains indexes, documents, and volumes for reference. It also has a good collection of recent periodicals, including the NEW YORK TIMES and SCIENTIFIC AMERICAN, on microfiche. Here one can also find and view a variety of videocassettes on subjects dealing with the United States. A microfilm/fiche reader-printer and photocopy services are provided, and all nonreference materials may be borrowed for one month at no charge. The seventh floor of the Hellenic American Union of Greece Library, besides offering a splendid view of the city, functions as a general reference and lending library and reading room. This room contains volumes in Greek and English as well as popular and scholarly Greek periodicals; it also holds an impressive collection of English books on ancient Greek literature and drama, modern literature, Greek history and art (ancient and modern), and travel atlases and maps. Membership costs less than one dollar (U.S.) a year for Greek citizens and foreigners holding residence permits, but anyone may check out materials for up to three weeks by paying a four-dollar (U.S.) deposit.

PRIVATE SCHOOLS

Because the Greek educational system is not research-oriented, there are virtually no public school libraries in Greece. Consequently, Greek students must rely on other public and private reference libraries when the need arises. Private elementary and secondary schools, however, have developed respectable collections of books and periodicals for student use. For example, the Athens College, a private preparatory school which relies solely on contributions for building its library, holds 25,000 volumes in Greek and English, as well as English periodicals. The library of the Deree College, a private American-style university, is housed in an impressive new building erected with

Agency for International Development (AID) funds. It contains over 100,000 volumes and an array of English periodicals—all on microfilm. Three microfilm readers are available to utilize these materials.

THE AMERICAN COMMUNITY SCHOOLS OF ATHENS

The library of the American Community Schools of Athens (ACS) is by far superior to all secondary schools in Greece in terms of its collection and the variety of materials and services available. This modern, functional facility, completed in 1976, and its contents are the envy of even foreign tertiary institutions operating in Greece, and their students and faculty alike are frequent patrons.

John Fitzgerald, the schools' librarian for the last three years, emphasizes the importance of serving the 900 ACS High School and Middle School students who utilize the library on a daily basis. "I don't like to think of myself as an administrator, but as an educator," he says. "I come at it from a student point of view." Fitzgerald, a former social studies teacher, is certified in Wisconsin as a school librarian and has ten years of experience in three previous schools. He is assisted by three other experienced staff members and two dedicated volunteer mothers, one of whom is a professional librarian.

How does the ACS facility compare to similarly sized schools in the United States? Superintendent of Schools Dr. John Dorbis calls it "the lighthouse of the community." He adds, "We pay much attention to this area, since it is a must for maintaining high standards." By U.S. standards, this school has a generous budget—between $40,000 and $50,000 a year—to purchase media of all types. "The high-cost materials," points out Fitzgerald, "are audiovisual media on which a 100 percent luxury tax is assessed . . ." Therefore, use of these materials is generally restricted to teachers. The school has recently acquired a video encyclopedia and owns over 300 16mm films. Print media include 17,000 hardbound books and several hundred paperbacks, a collection especially strong in history, philosophy, science and technology, and literature representing five languages. There is a growing collection of documents and other primary source materials as well. THE NEW YORK TIMES and other periodicals are on microfilm, and a reader-printer facilitates their use. A unique professional compendium for educators is integrated into the holdings, and this is used by the Greek Ministry of Education for research by its Planning Committee. Winning two Carnegie Foundation grants in the last three years, for the ACS writing project and the humanities program, has placed new demands on the library which are being met by careful selection of quality materials.

One service of the library, unique in Greece, is the availability of a separate space for computer use. (The school also has an autonomous computer center.) The computer department passes software on to the library staff for cataloging, and the current holdings of cataloged software number 50. The ultimate goal is 300.

Photocopying is also a very important service at the school, even though all materials may be borrowed. It has helped to preserve the encyclopedias and the best periodical collection in Greece, consisting of 100 different magazines and newspapers. This periodical collection is irreplaceable. Despite the fact that there is no security system, since such systems are virtually unknown in Greece, yearly losses are minimal. "We lose almost no magazines," states Fitzgerald, "and less than one-tenth of one percent of checked-out books are lost." He is quick to add that it is an open library with no penalty for overdue materials. Full computerization of these administrative circulation functions over the past year has helped keep the overdue problem manageable and limited to current loans.

The library space itself is versatile in that it can be used for a variety of purposes without interrupting the ongoing services to students. The library is divided into three levels, each spacious, attractive, and functional.

The modern and functional library facilities of ACS compare favorably with any U.S. school library. This photo shows two of the three levels.

Movable panels facilitate its use as a gallery for exhibitions of photography, art, architectural drawings, and writing. Visiting college recruiters use it to meet with students. It serves as a testing center for Advanced Placement Examinations. Open house and parent-teacher conferences are also held there. Because the library reflects the academic, cultural, and artistic life of ACS, it is the showcase of the school—visitors from all over the world have toured and used the facility.

No attempt has yet been made to establish an interlibrary loan system among the private school libraries in Greece, even though this would add a new dimension to the resources available to all students. If, however, such a plan were implemented, ACS would certainly be the central library—the hub of the system. Currently, the calls ACS receives from other schools in search of sources far outnumber the calls ACS makes to other schools.

THE AMERICAN SCHOOL OF CLASSICAL STUDIES

The American School of Classical Studies, on the slopes of Lykabettos Hill, houses another impressive collection in a handsome, classical-style building surrounded by formal gardens. Named for the founder's father, George Gennadius (1786-1854), leader of the Greek War for Independence and schoolmaster, the Gennadius Library also serves as a memorial to his son Joannes Gennadius. The most comprehensive private collection in Greece was amassed during Gennadius' brilliant diplomatic career of 60 years and, in 1922, was presented as a gift to the school on the condition that it be housed in a separate building and made freely available to scholars of all nations. The Carnegie Corporation offered to provide the building, which was constructed between 1923 and 1925 in three kinds of Hellenic marble. The library, destined to serve as a repository for all things Hellenic, was officially dedicated in 1926.

The 70,000 volumes of the Gennadeion collection span the periods from antiquity to modern Greece and include some of the rarest books in existence. They are arranged according to an alphanumeric classification system developed by Gennadius himself. A knowledgeable and helpful staff retrieve sources by request, to be used for reference only. Photocopies may be made, depending on the condition of the material.

The most valuable of the library's many treasures are the Pembroke copy of

HOMER printed in Florence in 1488 and the first dated Greek book, a grammar, printed in Milan in 1476. Joannes Gennadius was interested in all aspects of Greek history and culture, and his holdings were diverse. His theology works alone include nearly 1,000 Bibles and other liturgical books of the Orthodox Church, as well as works pertaining to Judaism, Islam, and other faiths.

Another important collection consists of the 16th century accounts of merchants and sailors who visited Greece and recorded their impressions. It is one of the finest of its kind in existence. Here one will also find all great folio volumes of 18th century archaeologists along with hundreds of monographs, fascicles, and the standard corpora on Byzantine art and architecture. Since Greece's past was long entangled with that of Turkey, Gennadius amassed some 1,500 works pertaining to Turkish affairs. The section on the Greek War for Independence contains eyewitness accounts and virtually everything published during the struggle for independence. Archives include the 1,500 documents of the Ali Pasha papers and the Schlieman archives. Recently, Nobel Prize-winning poet Odysseus Elytis has pledged to donate all of his personal papers to this library.

Other small but significant holdings include FLORA GRAECA in ten volumes by John Sibthorp (1806-1840), a variety of Byzantine and post-Byzantine music, costume books, and 139 Edward Lear sketches, most of which were purchased in 1929 for about 75 cents each! An exhibition wing contains both permanent and temporary exhibits, including some of the rarer manuscripts. One permanent display in the main reading room is a surprisingly rich array of "Byroniana," papers and memorabilia belonging to the most famous of Philhellenes, George Gordon—better known as Lord Byron. His manuscript case, a watch, seals, a visiting tray, and other personal items are featured in the display. Gennadius also had acquired a number of books owned by Byron as well as many written about him.

CONCLUSION

Athens offers unique and diverse libraries for the dedicated bibliophile—whether one is interested in the scholarly pursuit of a particular topic or simply seeking quiet, pleasant surroundings in which to enjoy the pleasures of a rare volume. Any visitor to Greece would certainly want to include visits to several of these libraries in his/her Athens itinerary.

NEW FALL 1987

New Reference Works

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This complete guide to flannel board storytelling offers 36 stories, poems, and songs adapted and retold for use with flannel boards.

NOBEL PRIZE WINNERS
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$90 text, U.S. and Canada; $110 text, other countries.
Nobel Prize Winners provides brief, incisive sketches of the 566 winners of the Nobel Prize through 1986.

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SENIOR HIGH SCHOOL LIBRARY CATALOG, 13TH Edition
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Compiled by Janet Podell and Steven Anzovin
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Selecting 225 notable speeches made by presidents from Washington to Reagan, this new book records the history of American presidential rhetoric.

WORLD FILM DIRECTORS, Volume 1
Edited by John Wakeman. Fall 1987. 1,200 pp. approx. ISBN 0-8242-0757-2
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LIBRARIES AND LIBRARIANS DOWN UNDER

Sylvia Marantz

INTRODUCTION

"Come on down!" That was an offer too good to refuse, an invitation to New Zealand and Australia during the summer (their winter) of 1986. The author had visited school libraries and district offices in Australia in 1978 and was overwhelmed by the friendliness and hospitality, the feeling of being quite at home. The scope of the school library/media centers was impressive, despite the great distances between LMCs and headquarters, and the distances between these countries and major publishers and suppliers.

Most memorable from the 1978 visit, however, was the welcome the author received. Australians and New Zealanders seem to feel their isolation from the rest of the world very strongly. It takes 20 hours to reach Australia from New York by plane. On the interminable ride there, one begins to appreciate how very far away they are. For this reason, Australians and New Zealanders travel whenever they can and treat visitors from elsewhere with a special enthusiasm. They want to know all about you and what you are doing. They listen with a flattering eagerness to whatever you can tell them about what's happening "out there" and are just as eager to share what they have been doing, for your reactions. Australia and New Zealand have also kept that wonderfully civilized British custom of pausing for hot tea or coffee at 11 a.m. and again in the afternoon. Why did Americans give that up with the monarchy?

So sweaters were packed in the summer heat, luggage loaded onto the plane, and after a seemingly endless flight, the author emerged into blustery sunshine on the other side of the world.

NEW ZEALAND

The tour began in New Zealand, whose breathtaking natural beauty would require a separate article. Aside from the rise of the American dollar against theirs, which demonstrated why there is less money for schools and harder times for libraries, the first interesting external condition affecting the schools was on the surface exotic, but underneath painfully familiar. The Maori, those natives who inhabited New Zealand before the British arrived, are going through a period of rising ethnic pride and expectations reminiscent of American Blacks in the 1960s, with additional overtones of the Native American movement and its involvement with the sanctity of the land that was originally theirs. Aside from the obvious effect on politics and human relations in a country that in 1978 was priding itself on the assimilation of the Maori ("We are all Kiwis" was the usual statement), this has had a great impact on education. The author visited schools established by the Maori to teach children "the old ways" in the native language (the teachers were older women, because younger women could not speak

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Maori). One regular school had such a Maori preschool for all the area children, who would then go into the school knowing the language and customs. Also seen were Marae (sacred Maori meeting halls) where the ancient crafts were being taught to teenagers. In many places, the author was greeted in the traditional Maori fashion; one has to be officially invited into the Marae. The tensions among ethnic groups and the problem of determining in which instances the Maori wish to be separate versus when they are integrated, and to what degree, bring back all the traumas of the United States in the 60s.

The result of all this in school libraries has been a large increase in materials on the Maori heritage at all levels, including cooperative development of learning packages to reflect the inclusion of this area into the curriculum. Public and private school libraries on all levels were visited. The high schools have had libraries and librarians much longer than the elementary schools, which in some cases are only now trying to pull materials from classrooms to make libraries. In one school, the author met a newly trained teacher-turned-librarian settling into this task with energy and enthusiasm.

Upon arriving in Wellington, the author was invited to the Office of Library Services for both Wellington and all New Zealand. There she was reminded that one of the most important factors affecting library service in this country is the small number of people spread out over the length of the islands, with few good roads connecting communities. Because of this, Library Services has shipped boxes of materials, mainly books, to schools, based on teacher requests. Now, newly trained resource librarians like the one mentioned previously will have to retrain teachers to use the school library. The Office of Library Services here, unlike the system already operating in Australia, did not plan to do any central processing. The distance factor was re-emphasized in the discussion about books and libraries. Van Allsburg's POLAR EXPRESS had won the Caldecott, all the librarians had read about it, yet none of them had been able to obtain a copy until this author brought one. Because it is such a small market, New Zealand publishes very little and receives materials from abroad long after they are printed in England or America, or even in Australia. To fill this gap, the Department of Education in Wellington does produce a whole series of readers, slick, attractive magazines, posters, and audiovisual materials. They also reproduce educational television programs and other enviable visual resources.

It was in Christchurch, a charming city with British-Scottish ambience located near both sea and snowy mountains, that the literature component was added to the library tour, in having lunch with author Margaret Mahy and dinner with author-illustrator Gavin Bishop. New Zealand librarians appreciate their native literary talents and invite them to visit schools and libraries. There just aren't enough people in New Zealand to support these authors; their books must also sell elsewhere. Maori authors and illustrators were also encountered. Their work is assuming more importance in the ethnic revival. Despite its small size, New Zealand has produced many important writers and influential educators, such as Sylvia Ashton-Warner and the designer of the currently popular Reading Recovery Program, Marie Clay.

The author left New Zealand feeling that it had grown considerably since 1978, but had both financial and social problems it would be grappling with for awhile. Nevertheless, despite how far away they felt, the librarians were doing what librarians do everywhere: bringing the joy of literature to children, organizing information for access, and teaching boys and girls how to find and use it.

AUSTRALIA

SYDNEY

Appropriately enough, arrival in Sydney, Australia, coincided with Children's Book

Week. Despite a claim of harder times, the city was bustling with activity and growth, reminiscent of San Francisco but much larger now. The Town Hall had a fair for Book Week, with publishers' booths, visiting authors, art activities, and enough eager children examining books to delight the heart of any librarian. Along with many familiar American covers and titles, many fine Australian authors and illustrators were represented, and their works are becoming known in the United States. Patricia Wrightson, for example, whom the author would meet later in the journey, accepted the Hans Christian Andersen award at the International Board Books for Young People (IBBY) meeting in Tokyo; Robin Klein, whose HATING ALLISON ASHLEY is now in paperback in the United States; and so many talented picture book creators: Pamela Allen, Julie Vivas, Deborah Niland, Kerry Argent, Jan Ormerod, and the Hans Christian Andersen winner for illustration, Robert Ingpen, were all there. All this talent was impressive. Later in the trip, the author had the opportunity to meet some of the people, to visit the schools where some were trained, and even to see an exhibit of the original artwork of some of the prize-winning illustrators, shown in conjunction with Children's Book Week. All this activity, of course, means excitement about children's books, which both public and school librarians delight in and build on in their libraries.

Earlier, during the 1978 visit, times were good in Australia, as the exchange rate for American dollars painfully showed. A lot of money was going into schools, particularly in South Australia, and the development of school library/media centers was a high priority. Most of the school librarians were teachers originally, which led to good rapport with the staff. Special training programs, such as three months of intensive courses, help teachers become librarians. Although there are no school districts like those in the United States, the states are autonomous in education, and there is a state-by-state difference in the money spent for schools and how it is allocated.

Now, in tougher times, the individual states differ even more in the amount of money going into schools and libraries. However, assurance was given that every school has some library service. A visit to the Library Services Department in Sydney provided some background on the services now offered through a computer network. For a cost of $40 each year and 41 cents a card set, a school may access centralized cataloging, with annotations added later. Curriculum information and implementation documents are also online. In Sydney, this group also produces their own book reviews in pamphlet form for the libraries to use for ordering. Reviews in BOOKLIST and other American and British sources are read in Australia, but as in New Zealand, it takes so long to obtain the materials reviewed that they really need local reviews which cover what is actually available, either published locally or abroad.

WOOLONGONG

About three hours south of Sydney, along the coast, is the town of Woolongong. There, in honor of Book Week, the children of one of the elementary schools dressed up as book characters for a parade. Their librarian has to "cover" several elementary schools and was running a book fair as well, with the help of volunteers. The books in the fair might not have been up to American standards, but the children's enthusiasm for the books and characters was evident.

CANBERRA

The next stop, Canberra, is particularly worth visiting, because it was named the national capital late enough to be a carefully planned city within its own territory, like the District of Columbia, and has tried some interesting ideas in the schools as well as in city and community planning. The training of teacher-librarians in Canberra works cooperatively with the training of teachers and includes computer work but, a friend was ashamed to admit, requires no course in children's literature! At the teacher

training college is the Roos collection of Australian picture books from the earliest days, with some original artwork and manuscripts. There is also a teachers' library with production facilities.

The school library at an experimental school (grades 7-10) was deeply involved with the core curriculum and the attempts to build a successful magnet school in a time of dropping enrollment. In the companion school (grades 11-12), there were two professionals plus support staff for under 800 students, with an impressive collection, a detection system, and an expected OCELOT computer. There was also a State Resource Center for the district. As in the school libraries visited in Wellington, Sydney, and Adelaide, there were many additional books and materials available for teachers to borrow, as well as facilities to produce audio and video tapes for educational use.

MELBOURNE

In Melbourne, which is in a different state, a problem was encountered that had not been mentioned elsewhere but which is probably widespread. Because government money in Australia goes to private and parochial schools as well as public schools, the schools that charge tuition are clearly in a better financial position and can offer a superior education. As money has become tighter for public education, the differences in the schools have become more apparent. Some Australians are disturbed that a two-class society seems to be developing. An additional and familiar problem is that a librarian is not required for each school, but is only one of several specialists a school may have. A principal may have a teacher serve also as librarian, and therefore, the quality of library service may suffer.

A visit to one local elementary school revealed a dedicated principal running a happy school despite dropping enrollment. The small library was bustling with activity, with the librarian happily reading aloud, teaching library skills, and basking in the children's obvious enjoyment of their regular (twice-weekly) time in the library.

Near Melbourne is Dromkeen, a pilgrimage goal for children's literature buffs, where conferences, lectures, and art shows are held and many historic manuscripts are kept. It symbolizes the rising interest in children's literature in Australia.

ADELAIDE

Adelaide has grown since 1978, but is plagued by the same financial problems as are found elsewhere. They are struggling to maintain the high quality of library service. At the university, however, the budding children's book illustrators are doing striking work. Kerry Argent is an Adelaide graduate and feels that part of the reason for her success and that of some of her colleagues is a renewed interest in their own country's history, flora, and fauna.

Along with this interest has come a movement paralleling that of the Maori, and of course, social movements in the United States, namely the politicization of the native Australian aboriginals. This group is a much smaller percentage of the Australian population than the Maori are in New Zealand. Its tribal groups are smaller and more varied, its power base is smaller, and its culture is far removed from Western patterns. The history of its treatment by incoming settlers rivals the worst horrors of the American Indian wars. Guilt over this cruelty helps support the demands of the organized minority of aboriginals so that attention is paid before their culture is lost forever. Already the sacred land around Ayers Rock has been ceded back. Aboriginal art is being exhibited, collected, and encouraged, and education for and about this population is widely debated. Again, the question of how much assimilation versus separation arises. No one seems to be suggesting that everyone learn a native language,

as the Maori do. But the incorporation of aboriginal heritage, along with a renewed interest in Australia's history of immigrants and convicts, colors Australian literature for children and adults and is reflected in library collections. When these cultural and historical interests are added to the needs of the large numbers of non-English-speaking children from immigrant families in the schools, the librarians and schools face an obvious challenge. They are meeting it in all the areas visited with the same good-hearted determination seen in libraries all over the world.

SUMMARY

One quickly learns that, "We librarians all share the same heart." Nowhere is this more true than "down under."

BRAZILIAN LIBRARIES
WITH A FOCUS ON THE UNIVERSITY OF SAO PAULO

Dulce Didio McLean

GENERAL CONSIDERATIONS

Brazil is a country of continental size with a vast potential for further industrial development and is diverse in virtually all elements of its culture and life. Contrasting elements of the society, economy, geography, and other areas are evident when one compares Brazilian rural and city life. Its communications range from excellent to poor, from satellite and computer use to word-of-mouth delivery. Moreover, a new democratic government must contend with an uneven economy, stormy politics, and a high inflation cycle that has been under way for decades.

Until the end of the 19th century, Brazilian librarianship was directly influenced by the mother country, Portugal. The 20th century brought into play the influence of American librarianship. Brazil exemplifies qualities of both the best libraries and those of lower status, paralleling the wealth and development of its regions. Brazilian libraries have had to take second place to the more pressing problems and obligations of the government and everyday life, and like many other institutions in the country, are bureaucratically administered.

The administration of libraries is basically decentralized and run by directors who report either to the state officer or to the college dean or president, depending upon the type of institution to which they are linked. The distances between libraries, poor communication, and lack of networking accounts for the isolation of libraries in Brazil.[1]

Traditionally, Brazilian libraries have been dissociated units, and many continue as such. These units have had book-oriented collections mostly arranged by Dewey Decimal Classification, incomplete runs of periodical titles, few audiovisual materials, which usually are kept in a fixed arrangement, and arrearages of publications awaiting processing. They have permitted use of materials mostly in-house and restricted outside circulation. It is essential to note that, more recently, a movement toward centralization in the organization of university libraries has begun, generating a favorable climate for this organizational pattern in services and procedures.

High mailing costs and the regulation that makes the librarian personally accountable for a publication when it is lent traditionally have been considered reasons for the minimal provision of interlibrary loans. More recently, however, Brazil has put in place a nationwide interlibrary loan program to handle the sharing of resources in a systematic, cost-effective, and efficient manner. Also, libraries recently have used computers for several applications.

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Many small libraries of differing types exist in today's Brazil, having been established over the years to preserve the country's intellectual production and to assist in the educational process. Brazil has a tradition of national, public, school, special, and university libraries. As in the rest of Latin America, it is primarily the national, university, and special libraries which have grown in number and quality over the years. The development of public and school libraries has lagged behind.[2]

In the late 1970s, Brazil had around 15,000 libraries with more than 300 volumes each, holding an approximate total of 48 million volumes and employing about 30,000 people.[3]

PUBLIC LIBRARIES

Public libraries generally are state or municipal governmental institutions administered by directors reporting to secretariats of education and culture. The majority of the existing public libraries do not offer adequate services and resources. They are, for the most part, closed-access libraries and offer no loan services.[4] Many are poorly endowed and act only as caretakers for book materials. Although more the exception than the rule, Brazil has some impressive examples of public librarianship. A case in point is the Sao Paulo Mario de Andrade Municipal Library, the services of which have an excellent international reputation. Many of the state public libraries house all books published in their states. The majority of public libraries are usually organized into sections for children, adult, and reference, but actually function more as a complementary library service to schools, both at the lower and higher education levels.[5]

Typical of Brazilian philosophy are some public libraries which provide services only for children. The Children's Library of Sao Paulo has several branches and serves as both an educational and recreational center.

Nationally coordinated systems of popular libraries are maintained by social service organizations for industrial and trade workers. These libraries are known for allowing the circulation of books and phonograph records, and for their "book box" services. Books are packed in boxes and sent to companies where workers can borrow them. Brazilian public libraries also offer the traditional bookmobile.[6]

THE NATIONAL LIBRARY

The National Library of Brazil, founded in 1808 by John VI, King of Portugal, remained in Rio de Janeiro after the capital moved to Brasilia during the early sixties. As a prerogative of being the national library and for copyright protection, it owns the rights for legal deposit of all materials published in the country. Important roles of the library include the computer production of the Brazilian national bibliography, the management of the international exchange of publications, and the microfilming of Brazilian newspapers of the 19th and 20th centuries in a shared endeavor with the United States Library of Congress.[7] The National Library has more than three million items and receives an estimated 60 percent of what is published in Brazil. It maintains collections of books, pamphlets, journals, and special materials such as microfilms, manuscripts, rare books, and music scores.[8] At last report, there was an indication that its serious space problems might be eased with the possible use of a second building in the city.[9] Since the late 1970s, Brazil has also had a special national library of agriculture, located in Brasilia.

SPECIAL LIBRARIES

Most Brazilian special libraries are small units established under the administration

of universities and government institutions. Generally, they are manually operated but efficient, offering services in information, reference, indexing, journal abstracts, bulletin preparation, and distribution.[10] Some of them have started using computers to speed up their technical and public service operations. Many of the special libraries linked to Brazilian universities are high quality units. One example of a very modern documentation center is the Division of Scientific Information and Documentation of the Institute of Energy and Nuclear Research, located in the city of Sao Paulo. Besides traditional reference services, it offers a bibliographic instruction program and publishes several bibliographic listings. It has automated many of its services and accesses several online databases such as International Nuclear Information Services, Energy Research Abstracts, and Nuclear Science. Another example, the Regional Library of Medicine, is the largest medical library in Brazil and supports medical research in South America. It acts as a regional library network for Latin America, linking Brazilian and other Latin American information centers. Among its main services are information, reference, in-house use and circulation of materials, medical literature online database search (U.S. Medline), reprography, abstracting, and bibliographic surveys.[11]

SCHOOL LIBRARIES

School libraries have shown little development in Brazil. Public libraries help compensate for the inadequate school library services as well as complement services of university libraries in the areas where these libraries are weak.[12] School libraries very seldom employ professional staff and exist in few schools. Their holdings consist mainly of books.[13]

UNIVERSITY LIBRARIES

University libraries are staffed by competent professionals and may provide acceptable physical accommodations. These libraries typically have low budgets and minimal acquisition power, especially as related to the procurement of foreign publications, because of the constant rise of inflation and poor foreign financial exchange rates. Despite these financial constraints, university libraries in Brazil often succeed in providing effective services. The appreciation of Brazilians that centralization and cooperation can bring about more efficient libraries has influenced the trend toward centralized organization of newer university libraries. The University of Brasilia is commonly cited as an example of the positive effects of centralization on library services.

Brazilian university libraries are open long hours and offer the best services overall. Many of these libraries have been applying computers to their functions. The most common use is in the area of technical services involving a variety of listings for bibliographic access. These libraries are usually closed-access, because their holdings tend to be of high value and in great demand, and students are not that well trusted. Sometimes readers are allowed in the closed stacks.[14] Lending is generally restricted at several levels. Space is inadequate, and backfiles of periodicals are usually incomplete. Audiovisual facilities are often separate from the library building.[15] Interlibrary lending procedures have been consistently upgraded over recent years.

UNIVERSITY OF SAO PAULO LIBRARIES

The University of Sao Paulo traditionally has been considered one of Brazil's leading institutions of higher education and offers efficient, high quality library services.

The University was founded in 1934 in the city of Sao Paulo and recently has opened campuses in other cities of the state of Sao Paulo as well. The University is

organized into more than 30 colleges, institutes, and museums. Until the late 1950s, these units were scattered all over the city. Today, many of these units are located near each other in the newer University City (Cidade Universitaria). Its student enrollment was quoted in 1986 at around 44,000.[16]

The University of Sao Paulo library system has evolved into a series of libraries of varying sizes and types which frequently have been developed from individual faculty and teaching department collections. Their mission is to make resources and services available to support the teaching and research activities of the university, and to serve as an extension service to the community at the state, national, and international levels.[17]

There is no single, standard organizational pattern for the 77[18] university libraries linked to colleges, faculties, teaching institutes, and other associated units such as university and annexed institutes, museums, and autarchies oriented toward research. Most of them are independent, single units serving a school or faculty. A few are centralized, serving more than one educational and research unit, such as the Central Library of Ribeirao Preto, which serves the Schools of Medicine, Nursing, and Philosophy, Sciences, and Letters on the Ribeirao Preto city campus. A few others have departmental libraries reporting to a general library, such as at the School of Polytechnic. There are departmental libraries without general libraries, such as those at the Biosciences Institute. The School of Law offers circulation and several other departmental libraries independent from the general law library. Besides these libraries which are linked to the many units of teaching and research, the University has a general reference library under the University's central administration—the Division of Library and Documentation. This library is relatively small, offering reference and interdisciplinary photocopy services at the national and international levels, and serving as the headquarters for the Regional Union Catalogs of Books and Periodicals for the state of Sao Paulo.[19]

Based on past growth rate, it would be reasonable to estimate that the Sao Paulo University libraries today hold an estimated minimum of 2.5 to 3 million volumes. Toward the end of the last decade, these libraries held around 2.3 million volumes, 45 percent of these being monographs, while 55 percent were periodicals and nonbook materials. Forty-two percent of the libraries had holdings in the biological sciences, 27 percent in the exact sciences and technology, and 31 percent in the human sciences. They held around 60,000 periodical titles. Of these, 22,000 were current titles, more than 9,000 of which were subscriptions.[20]

At the present time, a certain number of the Sao Paulo University libraries maintain collections of nonbook materials such as maps, photographs, music scores, pamphlets, and audiovisual materials. Any individual library probably does not have all types of audiovisual materials, but may collect one or more types such as films, slides, tapes, microfilms, microfiches, phonograph records, and transparencies.

By and large, the libraries of the Sao Paulo University are open to the public and allow free consultation within the library premises. However, most of these libraries restrict loans, lending materials only to their units' faculty and students. Some libraries extend loan privileges to researchers and/or faculty of other units of the University and/or other universities. Several libraries lend to any interested person, while others do not allow materials to circulate.

The majority of the Sao Paulo University libraries offer their readers the same standard services that Americans are accustomed to receiving from American university libraries. Besides consultation and loans, they offer reference services and sponsor and/or carry out a variety of educational and cultural activities. These services are, in descending order of availability: answer reference and information queries, prepare bibliographic surveys, revise bibliographic references, request interlibrary loans, index

journals, offer bibliographic instruction and research coursework, divulge current contents, selectively disseminate information, prepare displays, and sponsor lectures.

Further, the majority of Sao Paulo University libraries own a variety of reprographic and audiovisual equipment. They are, in descending order of availability: photocopy machines, microfilm readers and copiers, mimeograph machines, film projectors and screens, tape recorders, microfiche and transparency machines, and flexowriters.

Many of the Sao Paulo University libraries are open to the public on weekdays and during evening hours. Several are open on Saturdays, also. Their sizes vary in terms of holdings, from an estimated minimum of a few thousand items to more than a few hundred thousand. The bulk of these items are books and serials, while only a small percentage are audiovisual materials. As in most of the libraries in the country, their book materials are arranged by Dewey Decimal Classification, while a fixed order is usually followed for the audiovisual materials. Seating capacity and space are commonly inadequate, leaving much to be desired. However, patrons usually encounter a pleasant staff who provide services as promptly as circumstances allow.

Recently, the Sao Paulo University's Division of Library and Documentation proposed the use of automation to coordinate the services and functions of the University's 77 libraries in order to serve their patrons more efficiently and economically. Some of these libraries have already computerized certain functions, with the production of bibliographies for serial and monographic publications, and in the provision of access to some American online databases for their patrons. All the libraries participate in the National Union Catalog of Periodicals, which is a computerized enterprise.[21]

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DUST AND DILIGENCE: IMPRESSIONS OF CHINESE LIBRARIES

Mary Jo Stephens

INTRODUCTION

The following are the impressions of an American library/media specialist from a brief summer visit to China and Tibet. During a month-long children's literature study tour, the author visited the Shanghai Municipal Library, its children's branch, and university libraries in Beijing, China, and Lhasa, Tibet. The tour was sponsored by Fort Hays State University, Hays, Kansas, and led by Mrs. Donna J. Harsh, Associate Professor of Education.

THE SHANGHAI MUNICIPAL LIBRARY

THE MAIN LIBRARY

The Shanghai Municipal Library sits in the dust of the "Empire." Its main building is the old Jockey Club in the former British Concession, where echoes of life in a British colony still linger. The tour group met with three officials of the library in a once beautiful, wood-paneled room. A century ago, this room was furnished with the leather chairs and Victorian library tables of a typical British club. Now, 1930s vintage overstuffed couches and doily-covered veneered tables line the walls, and faded draperies hang limply at the long, lovely windows. The only air conditioner in the building struggles noisily against the steamy Shanghai summer heat.

The Chinese appear to spend little time or money on building maintenance. There is no evidence of fresh paint or plaster in this library. The walls are smudged and scuffed in the second-floor corridor, where students bend over an endless line of well-used card catalog cabinets. Electrical lighting seems somewhat outdated; bare hanging bulbs, flickering fluorescent tubes, and tangles of extension cords are frequently in evidence. The offices and workrooms off the corridors, once the sleeping rooms of British merchants and sportsmen, are now bleak cubicles, with a few tired plants the only concession to decoration. The reading rooms are functional, but give the appearance of being dreary, with mismatched tables and chairs and utilitarian metal shelves. This seeming disregard for the physical amenities of the workplace is a typically modern Chinese phenomenon. The Chinese are primarily occupied with modernization in four areas: agriculture, industry, science and technology, and national defense. Attention to the beauty and comfort in libraries appears to be lower on their priority list.

The tour group learned quickly to look past the dust and dilapidation to the people working so diligently at bringing Chinese libraries, like China itself, into the 20th century. Considering that until 1900 china was considered by many to be a medieval country, and that until 1950 it was ravaged by civil and world wars, it is amazing that libraries of any type have survived.

Mary Jo Stephens *is librarian at the School for Creative and Performing Arts in Cincinnati, Ohio. She is the author of two books for children, ZOE'S ZODIAC and WITCH OF THE CUMBERLANDS (Houghton Mifflin). Since 1984, she has visited schools and libraries in Asia, Australia, New Zealand, and Europe, including the Soviet Union.*

The Shanghai Municipal Library is impressive. It owns eight million volumes and extensive audiovisual materials and has a staff of 640, 92 of whom are trained librarians. Its daily circulation is 6,000 items, and its annual operating budget is 2.5 million dollars. Most of the budget is spent on foreign books, chiefly in English, but also in Russian, Japanese, and German, in the fields of science, technology, and management. The library mainly serves scientists, or anyone whose work or study relates to science or technology. The science students consider the library their second home, a librarian told the tour group. In a periodical reading room, students were seen eating their lunches as they worked. Most of them had glass jars of water beside their books and papers (there are no water fountains in China, and it was a sweltering day).

In a general reference reading room, a recent ENCYCLOPEDIA BRITANNICA, a BROCKHAUS, an ENCYCLOPEDIA ITALIANA, and a large Russian encyclopedia were seen. A new OXFORD ATLAS was open on a table. Behind a counter were a SUBJECT GUIDE TO BOOKS IN PRINT, dated 1982-83, and a LIBRARY OF CONGRESS CATALOG for 1970-74.

In a science reading room were rows of CHEMICAL AND ENGINEERING NEWS dating back to 1939 and a SCIENCE CITATION INDEX ANNUAL for 1985. The *dates* are irrelevant; the *titles* are not. The presence of these resources suggests the diligence of the Chinese librarians, who are learning from Western professionals how to modernize their collections.

Another example of modernization is the use of computers for acquisitions and administration. (After seeing a 5000-character Chinese typewriter, one can better understand how useful computers and word processors are in using the Chinese language.)

In all the libraries the group visited, two things were asked as tactfully and cautiously as possible. First, the group asked about the effects of the Cultural Revolution of 1966-76 on the library. A Shanghai librarian replied, briefly but openly, that "few" books were destroyed then. Second, the group asked about government censorship of book purchases. The answer was given freely: the Chinese government does not interfere at all in book selection. At another library, it was later learned how acquisitions *are* controlled (see below).

CHILDREN'S BRANCH

The Children's Library charmed everyone. Housed in an old but adequate three-story building, it is set on the grounds of a large, attractive, walled garden. The multipurpose room where the group had tea appeared makeshift, with long, rickety tables and chairs. It was pleasantly dim and cool, with windows shuttered against the humid heat. The director, Madame Lee, two deputies, and an interpreter described the library.

It had previously been a private library, but was taken over by the government in 1952. The Children's Library became part of the Shanghai Municipal Library in 1956; this library has a collection of 810,000 children's books, the largest in China, and serves all the elementary (U.S. grades K-6) and middle schools (U.S. grades 7-12) in the largest city in Asia.

Clearly, the Children's Library is a busy place. Many ambitious programs are in operation there, including reading contests and story hours, during some of which children make up and tell their own stories. Above a small stage at the end of one room was a long red banner reading, in Chinese characters, "Young Pioneers Readers' IQ Test." This banner was in reference to a reading contest for which the coveted prize was a camping trip.

The library sponsors writing contests, too, as the teaching of expression begins very early in China. Authors come, without stipends, to speak to children. In China, this is considered part of a writer's duty to the state. On an experimental basis, the library conducts special classes of the sort found in the United States in such subjects as electronics, foreign languages, and music appreciation.

Madame Lee showed the group a large chart which listed the results of a poll of children's favorite reading. Very young children liked legends and folk tales best, specifically versions of the Chinese classic, JOURNEY TO THE WEST. (This mythical fantasy about the adventures of the monk and the monkey who brought the Buddhist scriptures to China from India is familiar to Western readers from Arthur Waley's MONKEY, or children's versions called THE MONKEY KING.) Older children voted for science fiction, although, Madame Lee explained, Chinese teenagers have little time for leisure reading. Most of the books they select augment their textbooks.

Chinese librarians and publishers, as well learned from a discussion with editors of the China Youth Publishing House in Beijing, have had little exposure to American children's literature. The translated children's books in China seem to be limited to Twain, Verne, and abridged versions of the world classics. The publishers had never heard of Heinlein and Asimov. Sendak they recognized delightedly, but Seuss, they did not. Nevertheless, there is great interest in whatever foreign books can be obtained; a recent exhibition of children's books from Hong Kong drew enormous crowds. The Children's Library plans to open a foreign language reading room and already owns some books in English and Russian.

The several reading rooms of the Children's Library seat 250, and many of those seats, as seen on the tour, were occupied by children who peeked shyly at the tour group from behind their books.

The halls of the library have the aura of an old school, with decades-old handprints and scuff marks. Along the walls of the stairwell are large and colorful cartoon cutouts of Disney-like characters, and bright mobiles hang in the reading rooms. There, too, the walls are decorated with posters in beautiful calligraphy which translate into such slogans as, "A life without books is like a day without sunshine," or "Talent is the tolerance of hard work; wisdom is the accumulation of experience." In the reading room for teenagers are marble busts of Chinese writers as well as Shakespeare.

The shelves in the teenagers' room are filled exclusively with paperback books about the size of READER'S DIGEST. Not one book has a slick, bright cover like those seen in the United States. Books for younger readers are mostly in cartoon format.

Wonderful illustrative art is being created in China. In meeting with the Beijing publishers, the group saw examples of talented, imaginative children's book art, many of which are comparable to the beautiful pictures published in children's books in Hong Kong and Japan.

Through the interpreter, the group chatted with a young Chinese librarian who was shelving books and asked about her daily routine. She seemed puzzled when the problem of retrieving overdue books was mentioned. The impression the group was left with was that no Chinese child would ever return a library book late!

Madame Lee was most willing to answer the delicate questions about government censorship. She answered that librarians, not the government, choose children's books for her library. It was learned later that Madame Lee is an important official in the Shanghai Communist party. The group suspected that high postitions in important Chinese libraries are probably filled by party members. If this is true, the censorship problem is a moot point. However, it was evident that Chinese books for children have

changed in the last decade. No longer are the didactic tales of duty and sacrifice the only books available for children to read.

UNIVERSITY LIBRARIES

BEIJING UNIVERSITY LIBRARY

In Beijing, the university campus was quiet and deserted when the group arrived. The library was a strictly utilitarian, four-story, concrete building surrounded by a worn green lawn. In front of the library, a huge statue of Mao Tse-tung looked down at a queue of tiny children who clung at intervals to a long rope to keep them together as they were shepherded along the sidewalk by three white-uniformed teachers.

From the library's lobby, the group was ushered into a meeting room furnished with formal lines of slipcovered, overstuffed couches on either side of a row of blond coffee tables.

Mr. Wong, who identified himself as a secretary of the library, talked about the university and the library. Beijing University has a teacher training college, many foreign language schools, and a library science department, which graduates about ten librarians each year. (Wuhan and Shanghai Universities also have library schools.) The library owns four million volumes, but budget figures were not provided.

By this time, the group had seen enough card catalogs in Chinese to be curious about the Chinese system of classification. Mr. Wong explained that Dewey was used in Chinese libraries until the 1950s—in other words, until the Communist party took power. Later, a system evolved using LC as a base.

Mr. Wong related that the Red Guard did not come to the university library. The group guessed that the Chinese librarians may have burned a few old books symbolically to satisfy the requirements of Mao's purge. On the issue of government censorship, Mr. Wong had a long, private exchange with the interpreter, but the translation offered only a vague reply.

Walking through the building, the group again saw the need for maintenance, as evidence by peeling plaster, makeshift electrical wiring, a bucket under a leak in a top-floor hall, and the musty smell of dust and disinfectant. This library, like the others visited, was swept and tidy, but the years of accumulated wear showed.

Two strange and incongruous objects were seen on the tour. A massive Victorian bookcase, with a clock set behind its glass doors, stood abandoned on the fourth floor. Nearby, a bust of a periwigged gentlemen resembling George I sat on a pedestal, like Ozymandias, staring down a long, deserted corridor. After these almost surrealistic encounters, it was no surprise to see a ping pong table next to the card catalog in the social science department.

The foreign reference books in the social science reading room were mostly in Chinese, and, from their worn appearance, seemed old. The English dictionary on a stand by a window was a Funk & Wagnalls 1956 edition. The large roomful of textbooks in the science department stacks, however, were in English and up to date.

The reading rooms were almost deserted; it was not busy like Shanghai Municipal Library, where the young scientists ate their midday rice and pored over the periodicals. The door of one apparently small, locked room, devoted to American studies, was pointed out.

The Beijing University library, in short, has none of the Ivy League opulence and

architectural grace that one might expect to see in large, Western university libraries. Only a superficial look at the science and social science departments was afforded. The group would like to have seen a fine arts reading room, but in China, as in Soviet bloc countries, one sees what is on the program.

A TIBETIAN UNIVERSITY LIBRARY

If Beijing University's library seemed stark, Tibet's major library seemed to be from another world. Tibet is like nowhere else on earth that members of the group had ever seen.

The campus in Lhasa, like that in Beijing, was deserted and bleak in the shadow of the Himalayas and under an overcast sky. The location was unwelcoming and cold. Fortunately, however, first appearances were again deceptive, for a warm greeting was extended by a library official, and the group was treated to a glimpse of a wonderful and exotic library collection.

The group of two-story concrete buildings with flat roofs was constructed in 1975 as a school for teacher training and became Lhasa University only two years ago. Tibet has two million people, ten colleges, 100 middle schools (grades 7-12), and 1,000 elementary schools. One in ten middle school graduates goes on to a university. Lhasa University offers a bachelor's degree in fine arts, music, mathematics, Chinese, English, various sciences, and Tibetan language and literature. The university enrolls 800 students, 65 percent of whom are Tibetan and two-thirds of whom are male. There are 275 faculty members. Classes are taught only in Mandarin Chinese, which the Chinese government mandates as part of its program to assimilate the Tibetan people into the Chinese culture.

The library has 130,000 volumes, five reading rooms, and 18 science laboratories. All its books are in Chinese or English.

The really fascinating thing there, however, was the opportunity to see the "sutras," or Buddhist religious texts. Physically, the sutras are loose sheets of parchment or rice paper bundled together into books perhaps 18 inches long, eight inches wide, and eight inches thick. The sutras at the university in Lhasa are wrapped in saffron silk, with scarlet bindings at one end. This wonderful collection of exotica is stored, one upon another, on the shelves of a glass-doored, built-in bookcase on the walls of a room in the library. The librarian-guide took one bundle from a bookcase and unwrapped the shimmering silk so that the group could view and photograph the parchment sheets covered with elegant, flowing Tibetan script. They are priceless. The experience was a rare-book lover's dream, a romantic's feast.

The next encounter with sutras was rather nightmarish. At Sera Monastery outside Lhasa, the group groped and stumbled through eerily dark, winding passages and bent low to enter a long room the ceiling of which was lost in the gloom. The room was lit by flickering, malodorous yak-butter candles swimming in grease-filled basins placed along an altar rail. From the long wall above the altar hung bizarre, malevolent images—fanged, with blackened faces. They were draped in gauzy prayer shawls, beaded in turquoise, and seemed to glower from behind elaborate pillars and colored beams.

Behind the tour group, protected and supported by wire mesh barriers, were ceiling-high piles of unbound sutras—stack after stack, row after row, as high as one could see and filling three sides of this unbelievable room. It was surely one of the strangest, and yet most interesting, libraries any of the group members had ever visited.

SUMMARY

The Fort Hays group's tour of Chinese libraries and China was a broadening experience, intellectually and professionally. The group was impressed with the Chinese librarians who work so diligently and with such dedication to build libraries under difficult circumstances. Already they have good, working scientific and technical collections, and soon they will have developed libraries comparable to those in the West.

Chinese librarians have professional expertise and ability, and they have already done a staggering amount of work in order to bring their libraries, like their country, into the 20th century.

If China's four areas of modernization are moving forward as planned, it is evident that China's libraries are doing their share to contribute to their country's ambitious programs.

LIBRARIES IN JAPAN

Madoko Kon

A BRIEF BACKGROUND

Japan is an archipelago of four main islands—Hokkaido, Honshu, Shikoku, and Kyushu—with a population of 120 million. The land area of Japan is about 1/25 of the United States, and it has about half the population of the United States.

A public education system was intitiated in 1878, and today illiteracy does not exist in Japan. Under the postwar Education Act, the present 6-3-3 system was established. The first nine years of education are compulsory.

In 1986, the number of new book titles published in Japan was 37,016, the number of publishers was 4,258, and there were 13,024 members in the Association of Booksellers. There are approximately 13,000 additional booksellers who are not members of the Association.

THE NATIONAL LIBRARY

The Imperial Library was established in 1882 in Tokyo as the first national library open to the public and became one of the branches of the National Diet Library, which was instituted under the National Diet Library Law in 1948.

The National Diet Library (NDL) has 33 branch libraries in the executive and judicial agencies of the government, with seven million volumes and 847 staff members. The NDL is the only national library and bibliographic center in Japan. It serves three groups: Diet members, government agencies, and the general public. The NDL is a reference library and has the privilege of "legal deposit" of both civil and official publications in Japan. The library has extensively purchased foreign publications from all over the world. As of March 1987, the total collection reached 4.4 (1.4 foreign) million volumes; 92,121 titles of serial publications; 265,000 maps; and 144,000 reels of microfilm. The users of the library numbered 630,000 in 1986.

The present building was built in 1968, with 73,674 square meters of floor area and a 4.5 million stack capacity. An annex which opened in September 1986 has a floor area of 46,000 square meters, a stack capacity of 7.5 million volumes, and 1,331 seats.

Bibliographic information on deposited publications has been recorded on magnetic tapes to form a central database, JAPAN MARC, from which the Japanese National Bibliography—weekly edition and quarterly index—have been compiled and printed. The library also compiles many bibliographies, catalogs, and indexes such as the National Diet Library catalog, a union catalog of foreign books in 53 institutions, three editions of general periodical indexes, etc. Printed catalog cards have been distributed to more than 300 libraries. Online access to JAPAN MARC is not yet available to the public; it is currently reserved for library members only.

Madoko Kon *is a professor at Chuo University (1981 to present) and formerly a professor at Dokkyo University (1969-1981). He graduated from Keio University, the Japan Library School, in 1956 and from the University of Illinois Graduate School of Library Science in 1960. He is chairperson of the International Relations Committee and Division of Library Education in the Japan Library Association and was chairperson of the Program Committee of the 52nd IFLA Conferrence in Tokyo in 1986.*

The NDL is a center for interlibrary loan services among domestic libraries and also a center for international exchange of publications. The library is open to the public from 9:30 a.m. to 5:00 p.m., Monday through Saturday.

PUBLIC LIBRARIES

When World War II ended in 1945, most of the public and academic libraries had been destroyed and had to be rebuilt.

The concept of a public library as a tax-supported, free institution was implemented in the enactment of the Public Library Law on April 30, 1950.

Public libraries began new services such as a book loan for home use, open stacks, bookmobiles, reference services, and children's services.

There are two types of public libraries: the prefectural (district) and the municipal (city, ward, town, and village) libraries.

Library services are concentrated in larger cities. There were 1,551 public libraries and 570 bookmobiles, with 112,560,000 books, in March 1987. The country is divided into 47 prefectures, which have 68 libraries and 48 bookmobiles. There are 2,073 municipalities out of 3,280 (67 percent) without public libraries. Five hundred and ninety-one out of 674 cities (88 percent) have public libraries. On the other hand, only 437 out of 2,602 towns and villages (17 percent) have public libraries.

In the latter half of the 1960's and early part of the 1970s, public library services began remarkable development. Modern buildings with open stacks were built, and circulation numbers increased, particularly the number of children's registrants, which increased noticeably.

LIBRARY SERVICES FOR CHILDREN

Although 80 percent of public libraries had rooms or corners for children, services were still inadequate and could not meet the demand. Home libraries called "bunko" have been opened to children through mothers' efforts. A bunko is a small, private collection of children's books, acquired and circulated by mothers in their homes for neighborhood children. The number of bunko in Japan is estimated at more than 5,000.

The Committee of Library Services for Children and Young Adults, of the Japan Library Association, has organized a two-week workshop every year for children's librarians to improve and promote services.

SERVICES TO THE HANDICAPPED

Special library services for the handicapped began in the 1970s. There were 92 libraries for the blind in 1983, and approximately 40 percent of the public libraries provide similar services, collecting braille books, large print books, and *tete-a-tete* reading services.

In the 1980s, services to hospital patients began. Recently, some public libraries have begun circulating books to hospitals, mainly for the child patients.

METROPOLITAN LIBRARIES

Metropolitan Tokyo has three libraries as its prefectural library. The Metropolitan

Central Library was established in 1973. It is a reference library and a center for interlibrary loan services among public libraries in 23 wards in Tokyo. In March 1987, the library contained one million volumes (73,000 foreign), 8,500 titles of serial publications, and 7,900 audiovisual materials. The budget for materials was Y193,533,000 (approximately $1,444,276 U.S.) in fiscal year 1987.*

The library has four departmental rooms, with 1,070 seats. On open-stack shelves, both Japanese and English books are arranged by the Nippon Decimal Classification, which is similar in principle to the Dewey Decimal Classification. The number of readers using the library annually is 471,000 (approximately 1,500 per day).

The library has installed a computer to create a central bibliographic database for the three metropolitan libraries. About 268,000 books have been processed, and retrospective input is now under way. All other prefectural libraries will pattern their own systems after this database.

The library established a sister library relationship with the State Library of New South Wales in Australia in 1985.

Public libraries in Japan are open to everyone, but they do not, in most cases, have books in foreign languages. Library services for foreigners in the community are the newest goal for public libraries.

The metropolitan libraries are open Monday, 1 p.m. - 8 p.m.; Tuesday - Friday, 9:30 a.m. - 8:00 p.m.; and Saturday, Sunday, and national holidays, 9:30 a.m. - 5:00 p.m.

TAMA LIBRARY

Three small metropoitan libraries were merged into the Tokyo Metropolitan Tama Library, which was opened in the newly built Metropolitan Tama Education Center in April 1987. The function of the Tama Library is to act as a central library in the western part of Tokyo. It is also a referral library and provides interlibrary loan services to public libraries in 26 cities and five villages in Tokyo. The library contains about 300,000 volumes and 110 seats.

HIBIYA LIBRARY

The Tokyo Metropolitan Hibiya Library can trace its history back to 1908. Hibiya is a lending library located in the middle of the business district. Everyone who lives or works in Tokyo may register as a patron of the library. Hibiya Library has about 300,000 volumes (6,000 foreign), including 9,000 children's books which were heavily used by children two or three decades ago, but are now used mainly by adult researchers, writers, or students of children's literature. The number of registrants is 51,172, and 372,515 volumes were circulated in fiscal year 1986.

SCHOOL LIBRARIES

Since the enactment of the School Library Law in 1953, nearly all of the 41,000 elementary and secondary schools now have libraries. School libraries are, however, inadequately financed, stocked, and staffed.

According to a survey undertaken by the All Japan School Library Association, the average number of resources per school, as of May 1, 1985, were as follows:

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*The Japanese fiscal and academic years start and end in March.

SCHOOL LIBRARY RESOURCES

Schools	Book Budget	Volumes	Teacher-Librarian
Elementary	Y330,000 (approx. U.S. $2,463)	4,740	1.2
Lower high	Y470,000 (approx. U.S. $3,507)	5,240	1.2
Upper high	Y1,170,000 (approx. U.S. $8,731)	16,418	4.0

The keen competition on entrance examinations to qualify for higher levels of education places great importance on the Japanese educational textbook, which tends to prevent the development of school libraries. Schoolmasters, teachers, pupils, and parents will not be interested in the use of school libraries for independent study while such emphasis continues to be placed on the textbook.

UNIVERSITY AND JUNIOR COLLEGE LIBRARIES

Japanese universities are classified into three sectors: national, local, and private. Each sector has its own library association. Most of the university libraries are closed to the public. There were 459 (95 national, 34 local, and 330 private) universities in 1986, with a total of approximately two million students, of whom 22 percent were women.

Some improvements in library services came during the 1960s, when undergraduate students were permitted to borrow books for home use, and open stacks, reference services, copy services, the compilation of union catalogs, and interlibrary loan services were intitiated.

In 1980, the Ministry of Education began establishing Science Information Systems to use effectively Japan's academic resources in computer technology.

More than ten private university libraries have joined UTLAS (University of Toronto Library Automation Systems) through a Japanese agent. These libraries use the system for processing American and European books. Each sector has its own library association.

Junior (two-year) colleges appeared in 1950, as a new institution for the education of women. There are 536 (37 national, 51 local, and 448 private) junior colleges, with student enrollments totalling 380,000.

Junior college libraries are generally small, with an average of 34,000 books, 2.6 staff members, and a Y8,000,000 (approximately $59,701 U.S.) book budget. One-third of the junior colleges have installed microcomputers for library automation. There is a Private Junior College Library Association.

SPECIAL LIBRARIES

There are 2,150 special libraries listed in the DIRECTORY OF INFORMATION SOURCES IN JAPAN, 1986, published by the Japan Special Libraries Association.

Special libraries are small, generally speaking: they average about 36,000 books, 7.7 staff members, and Y13,709,300 (approximately $102,308 U.S.) book budgets. Their services, however, are remarkable. They provide interlibrary loan services among themselves and have information retrieval services through DIALOG (U.S.A.), JOIS (Japan Information Center for Science and Technology's Online Information Systems), NEEDS-IR (database of newspaper and journal articles for economics and finances), and PATOLIS (patent information).

The Special Libraries Association was organized in 1952 and has seven regional branches, with 630 institutional members.

EDUCATION FOR LIBRARIANS

Prior to World War II, the Training Institute for Librarians, established in 1921 under the control of the Ministry of Education, was the only institution for training librarians in Japan.

After the war, the Japan Library School was established at Keio University in 1951, with the assistance of the American Library Association and Rockefeller Foundation. Graduate courses leading to M.A. and Ph.D. in Letters were added in 1967 and 1975, respectively.

The Training Institute for Librarians reorganized and became the National Junior College for Librarianship in 1964. It reorganized again to become the National University for Library and Information Science in 1980. Graduate courses were added in 1984.

The Department of Library and Information Science was opened in Aichi Shukutoku University (for women) in April 1985. The educational emphasis in this program is more on information technology than librarianship, for the purpose of producing "techno-ladies" (library aides).

There are 97 universities and 86 junior colleges that offer courses on librarianship (19 credits), leading to the "certificate of public librarian." A "certificate of teacher-librarian" is awarded after eight credits in school librarianship.

A "certificate of librarian" is required by the Public Library Law to work in public libraries. Academic and special libraries do not require a certificate but give preference to candidates that possess the certificate.

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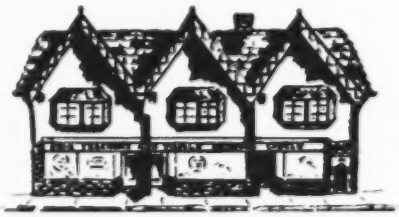

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LIFE AND WORK IN IRAN AT THE TEHRAN AMERICAN SCHOOL LIBRARY/MEDIA CENTER

Janet Spiro Kiikka

INTRODUCTION

The author was lucky enough to be in a situation that may never be possible to experience again. She was the library director of the Tehran American High School in Iran from August 1977 to January 1979.

THE TEHRAN AMERICAN SCHOOL

The Tehran American School (TAS) was a 25-year-old private school district, enrolling about 3,600 students at its peak. TAS had two campuses. The high school was at Sayed Khandan, in a residential district north of the downtown area. It was very old and had two complexes. The elementary and middle schools were at the Lavizan Campus, at the foot of the mountains. The Lavizan Campus was new, and the high school was to be moved there in 1981 or 1982.

Tehran American High School enrolled about 900 American students and 100 Iranian scholarship students in 1977. The high school staff consisted of 70 teachers, including full-time teachers in dance, photography, radio and TV, and Persian language and culture, in addition to the standard high school curriculum. TAS had a large English-as-a-second-language department, because many students were of oriental extraction. Their fathers were American servicemen, and their mothers were Thai, Korean, or Vietnamese. We also had a large resource center for special education children.

Each school had two guidance counselors, who handled scheduling, testing, and career guidance. The high school guidance department had an extensive career and college collection, with catalogs and microfiche cards from hundreds of U.S. universities. The career center was staffed by parent volunteers.

The high school also had two social service counselor/psychologists, who helped staff, students, and parents with personal problems such as culture shock, alcohol and drug abuse, and family problems.

TAS was a member of the Middle States Accrediting Association. It was accredited during the spring of the first year the author was in residence, by a team of educators from all over the world.

HOW EDUCATIONAL PERSONNEL WERE HIRED

Teachers were divided into two categories—stateside and local hires. Those hired in the States received many more benefits than did local hires. Both groups were on the same salary level—at that time; a teacher with a master's degree plus three years experience earned $13,000. A single person hired in the States received a round-trip

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Janet Spiro Kiikka *has been the librarian at Philo High School in Muskingum County for nine years, since leaving Tehran. Jan has a B.S. in Library & Educational Media from Bowling Green State University and an M.L.S. from Kentucky State University. She served as OELMA's High School Division Chairperson 1985-87 and presently serves as East District Director. Jan is the Philo High School quiz team coach and tutors adult new readers.*

plane ticket, $1,400 shipping, $1,750 relocation allowance (to buy furniture, appliances, etc.), and $6,000 foreign service allowance. Military privileges were also received, because the military and embassy dependents were sent to TAS.

Since there was no Department of Defense (DOD) school in Tehran, children of DOD parents attended the TAS. The DOD privileges included shopping at the commissary, the co-op (department store), and the Class VI store (liquor and tobacco). Benefits also included use of the Army base's facilities, such as restaurants, movies, bingo, the audio club, the library, the bookstore, and the officers' and noncommissioned officers' clubs.

Local hires were Iranians and people of other nationalities whose spouses were employed in Iran. These people received benefits from their spouses' companies.

All teachers hired by TAS were required to have at least two years teaching experience. Many of the teachers had taught in other countries, and a number of them were hired through college placement agencies. TAS also recruited many teachers through the International Schools Services (ISS) in Princeton, New Jersey. The ISS is a placement agency which charges a one-time fee for listing a client and a $250 fee each time the client is placed in a job.

THE STUDENTS

Because of the high tuition for private school (over $3,000 per student annually), much more could be provided to the children than was possible in other schools.

Children who attended TAS were from families in the U.S. military, State Department and Embassy, and American businesses such as Bell Telephone, Bell Helicopter, Raytheon, Rockwell International, and other military-industrial support companies.

The TAS children looked upon their school as the center of their life in Iran. Many lived far away from their friends. They did not have outside activities, part-time jobs, or other places to which they could go. Thus, school and extracurricular activities were their only opportunities to get together.

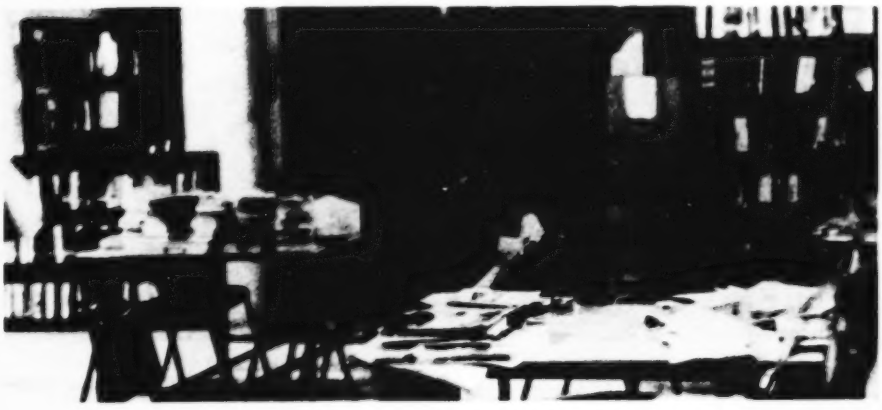
TAS students competed in sports, drama, chess, art, and music with other private international schools throughout Iran and the NESA Conference (Near Eastern Schools Association) which included events in such places as Cairo and Athens.

There were three varsity football squads. Each weekend, two of the teams played each other, and the third played a team from the Community School (an international school in Tehran). Other extracurricular activities included cheerleading squads, pep rallies, and a marching band. There were also four girls' flag football teams, a jazz band, hiking, fine arts, horseback riding, cross country running, volleyball, thespians, National Honor Society, chess, dance, yearbook, photo club, student government, and many other clubs.

The children at TAS did experience some hardships—many did not know the names of current U.S. TV shows, rock stars, or hit songs, and felt like foreigners themselves when they returned to the States. Also, the author heard from several students who just hated to be back in the States, because their peers thought they were showing off when they talked about where they had been or what they had seen and done.

The introduction to the 1979 TAS Yearbook, THE DIPLOMAT, written by the high school students, is indicative of the students' feelings:

"We are different! To the casual observer we might look like just another American school, particularly if that observer were simply to walk down the halls of TAS or attend one of the football games. There are, however, manifold subtle, and not so subtle, differences. These are the differences that make us so unique. It is not only because we are exposed to a foreign language, a strange alphabet, an unusual calendar, a unique climate, a dissimilar religion, or a variety of ancient cultures and customs, that we are different. It is also because we are separated from our homeland and number only 3,000 in a city of four and half million people, situated on the other side of the world. It is also because we are visitors and guests here in Tehran. This is not "home" to us. The isolation from America calls on us to rely on each other more for companionship, and to become united, not just as a school, but as a 'family'."



Tehran American School Library, 1977-78

THE HIGH SCHOOL LIBRARY/MEDIA CENTER

The high school library/media center was in an old part of the school, a complex of 11 rooms, closets, and classrooms joined together. There were two AV viewing rooms, an AV software room with listening lab, an AV hardware storage room with a workshop and magazine storage area, four library rooms, one office, and two storerooms. Some of these rooms had 18-foot-high ceilings and inadequate lighting. The library complex was cooled by an air conditioner and heated by two kerosene stoves (summer temperatures were about 85 degrees, and winter temperatures were in the mid-50s).

The budget for 1977-78 was $70,000 for books and magazines, $35,000 for AV software and hardware, and $5,000 for supplies. There were 25,000 volumes at the high school library. The high school had no librarian during 1976-77, so in May 1977, a consultant was hired from the States. During the three weeks the consultant was in Iran, $70,000 worth of books were ordered, including the whole catalog of Brodart, Baker and Taylor, Random House, Facts on File, and other companies—without even cross-checking the various lists. The library/media center ended up with many duplicates! Some were given to the middle school library, and others were traded with the Community School Library.

The consultant also ordered a huge microfilm magazine collection, including such

"useful" titles as VOGUE and AVIATION WEEKLY. Two microfilm readers and one reader-printer were available. Over 100 magazine subscriptions were received by APO (Army Post Office) mail through the Embassy.

A special collection in the library/media center dealt with Iran. This collection included books on language, art, culture, literature, biography, and travel. They were all purchased locally at English language book stores.

The AV collection was extensive, including all Center for Humanities (CFH) slide programs, in the then-current catalogs. The agreement with CFH was that everything was sold to TAS at greatly reduced prices if the staff reviewed materials and made suggestions for better classroom use of the programs, so that these suggestions could be incorporated in their advertisements. Also received from CFH were six Caramate projectors (U.S. 110 volts), which could not be used because they would not operate on the electrical system available in Tehran.

Subscriptions were held for two local newspapers—the TEHRAN JOURNAL and the KAYHAN; one international newspaper—the HERALD TRIBUNE; the WALL STREET JOURNAL; and STARS AND STRIPES.

In regard to cooperation with other libraries, 16mm movies were borrowed from several Embassy libraries: the United States Information Service (USIS), the Canadian Embassy, and the British Council Library. The advanced English classes working on research papers were taken on field trips to the Abraham Lincoln Library at the Iran-American Society and to the British Council Library.

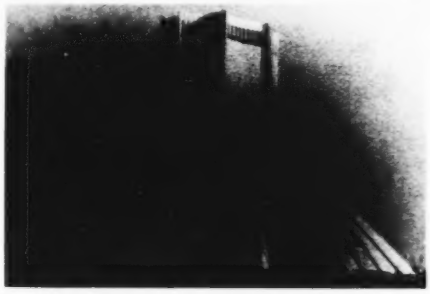
The staff included one other professional librarian, in charge of AV, and three aides: one in the AV department, one at the circulation desk, and one in the processing area. Most of the books purchased were already processed, but checking in, accessioning, and typing headings on cards was a full-time job. In 1977-78, over 4,000 books were added at the high school.

In the entire system, the elementary school had three professional librarians, the middle school had two, and each had several aides. Once a month, the professional librarians met with the assistant superintendent for academic affairs to coordinate programs, brainstorm problems, and plan for the new library/media center which was to have been built in 1982.

The library was in constant use from 8:30 a.m. to 4:00 p.m. daily. It was also open until 5:30 on Monday evenings. (Monday was mid-week, because the work week was Saturday through Wednesday.) An average of 60 students were in the library each period, and both viewing rooms were usually full. The school day was based on seven periods, but only six periods met each day. The schedule was rotated daily. The first day's schedule was 1-2-3-lunch-4-5-6; the next day, 2-3-4-lunch-5-6-7; and the third day, 3-4-5-lunch-6-7-1. Once this system was learned, it was a pleasure not to have the same half-awake group at 9:00 a.m., or the same keyed-up group before the last bell at 3:50 p.m.

Although the ordinary problems—torn films, missing books, and overdue materials—were experienced, there were also problems unique to an overseas school. Library supplies could not be purchased in Iran, so they had to be ordered for several years in advance. Long delays on the part of stateside jobbers were experienced, even though the APO was used. The AV equipment had to be either of European manufacture, or American equipment modified to handle 220 volts. Dozens of transformers were used with U.S. 110 volt equipment; but if they were powerful enough for high-watt AV equipment, they often weighed over 20 pounds. Attempts to get AV equipment repaired in Tehran met without success. The staff did what it could, and the rest was shipped abroad.

Providing quality library service under these conditions was challenging. The students and faculty appreciated the library and made full use of it.



Shayad Monument, Tehran

SOCIO-GEOGRAPHIC ASPECTS OF IRAN

The country of Iran has a population of 28 million. It is 636,000 square miles in area. Ninety percent of the people are Shi-ite Moslems, six percent are Suni Moslems, and the rest are Christians, Jews, Zoroastrians, etc. (These numbers were correct in 1980, but the percentages have probably changed somewhat by now.)

Tehran, the capital of Iran, is at the foot of the Alborz Mountains, south of the Caspian Sea. It has an unusual climate: hot and dry in the spring, summer, and fall (like Arizona), with highs in the summer around 100-110 degrees. In the winter, it is cold and rainy, with temperatures in the 30s and 40s. The mountains are covered with snow from November to May, and the skiing is excellent for most of that time.

The apartment this author lived in was around the block from the high school and had city water, central heating, an air conditioner, and a telephone. Many apartments did not have such luxuries. The cost of living was very high in Tehran. This three-bedroom apartment cost $800 a month.

Street vendor, Shiraz

IRANIAN FOOD

On the local market, the cost of imported food was exorbitant. One could pay the equivalent of $8 for a small jar of peanut butter or mayonnaise. The local diet consisted mainly of yogurt, rice, lamb, chicken, vegetables, and fruit. Vegetables and fruit were plentiful and inexpensive all year. For those without commissary privileges, there were several large Iranian supermarkets and many neighborhood "kuche" stores

(kuche is the Persian or Farsi word for "alley"). These stores carried dairy products, bread, canned goods, and household products. There were also many specialty stores. In the author's neighborhood were a vegetable store, lamb store, chicken and egg store (the Persian word for egg translates to "the fruit of the chicken"), and a bakery that made only one kind of bread—barberi—which was like a pizza dough, stretched on a board and baked in an open hearth oven. This bread cost 20 rials, or 30 cents, for a loaf the size of a newspaper page and about an inch thick.

The national dish is called "chelo-kebab." "Chelo" is the word for rice. Charcoal-broiled lamb is served over steaming rice which has been covered with butter and—if one is daring—a raw egg. (The egg cooks over the hot rice before you eat it.) This dish is served with broiled tomatoes, yogurt, onion, pickles, and barberi bread for under $2.

LIFE IN TEHRAN

Tehran has everything a large capital city normally has, including incredible traffic jams and pollution. Traffic laws are not enforced. People drive through red lights, back up on one-way streets, drive on curbs, make six or seven lanes out of a four-lane freeway, and always trust in Allah to keep them safe. The popular expression is "Enshallah"—which means "if Allah wills it."

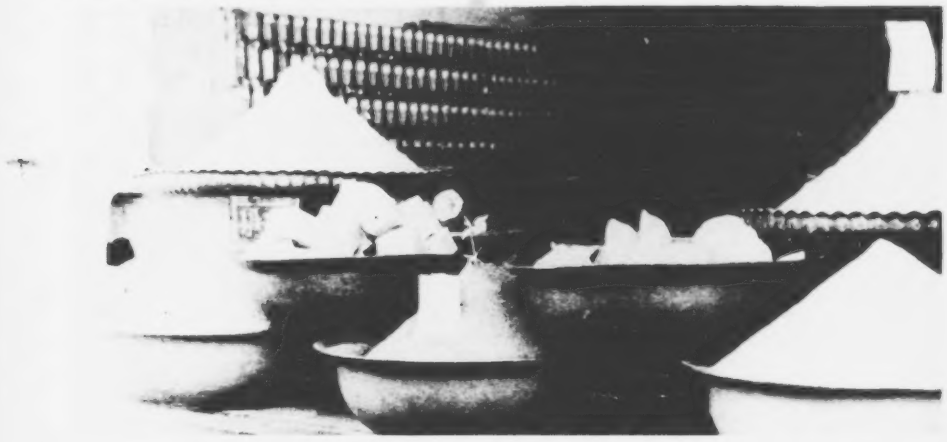
The advantage of living in Tehran included international sporting events such as soccer, gymnastics, and horse racing, and cultural events such as the Tehran Symphony Orchestra, the Iranian National Ballet, opera, films, and the Museums of Modern Art and Persian Antiquities. For Americans, there was the Iran-American Society, with its library, movies, lectures, theatre, and art exhibits, and the American Women's Club which had a social center and offered courses in hiking, bridge, exercise, and belly dancing.

There were many expensive boutiques in Tehran, as well as several department stores that could rival the May Company or Lazarus. There were also a number of specialty shops which sold only one thing—toys, shoes, makeup, etc. But the best thrill of shopping in Iran was the bazaar.

The big bazaar in Tehran was downtown in a very poor area. No American woman would go there alone, but women in groups were safe. Different alleys contained various mechandise—fabric, spices, hardware, shoes, food, gold, and Persian carpets. The shopkeepers could speak enough English and the Americans enough Farsi to communicate sufficiently. It was considered offensive if one did not try to bargain. In bargaining, there is a whole act to be learned. It was always great fun, and the author would come home stuffed with pomegranate juice, dried figs, and pistachio nuts (which were about $3 a kilo, or less than $1.50 a pound).

Spices, Vakil Bazaar, Shiraz

While in Iran, Americans generally traveled as often as possible. Groups would go to Isfahan, Shiraz, and Persepolis in Iran. Travel was inexpensive and easy to arrange. This author got to see Russia during the first Christmas break, and traveled with a roommate to England, Holland, and Greece the following summer. The last Christmas break was spent in Thailand.



Carpets and brass, Vakil Bazaar, Shiraz

SUMMARY

In fact, the author was in Thailand when a cable notified her that TAS had been closed permanently, after 25 years of operation. Since it was too dangerous to return to Tehran, the author went directly from Thailand to the United States, losing all belongings in Iran except for some valuable souvenirs—copper, brass, carpets, jewelry, and photo albums—that had already been shipped home. Clothes, books, and many mementos were lost.

Due to the political climate and the increased rioting, TAS closed in December 1978, but to finish school business, the superintendent did not plan to return to the United States until November 1979. Dr. William Keough, TAS Superintendent, was working in Pakistan and returned to Tehran to tie up loose ends. He was taken hostage at the Embassy on November 4 and remained in Iran for the next 444 days, along with 52 other Americans. He finally returned to the United States in January 1981.

To quote from the closing of the 1979 TAS yearbook:

> "This vast melting pot, disguised as a school, received us as we were, inexperienced and unlearned, and sent us away the way we became, people who have accepted wide differences in living styles, language, and beliefs."

This author's experiences in Iran paralleled those sentiments and exceeded her expectations. All the faculty and staff were professional, caring educators. The students were of varying ability levels, but they all tried to learn as much as they were capable of learning. They wanted to be there and to do well. The Iranians the author met were warm, friendly people who enjoyed associating with the Americans. Even with the problems of the last few months—rioting, martial law, curfew, and blackouts—it was the experience of a lifetime.

PAKISTAN: LIBRARIES AND LIBRARIANSHIP

Akhtar Hanif

INTRODUCTION

Pakistan emerged on the map of the world on August 14, 1947, as a result of the partition of British India into two sovereign states—India and Pakistan. It lies in South Asia and stretches over 960 miles north to south and 530 miles east to west. Pakistan comprises four provinces: Baluchistan, Sind, North-West Frontier Province, and the Punjab.

Pakistan is the ninth most populous country in the world, with a population of 97.67 million, according to a 1986 estimate. It ranks 34th in size, with an area of 318,438 square miles. The literacy rate is 26.2 percent, and per capita income is about $380 per annum. The official languages are Urdu and English.

While Pakistan did not come into being as an independent nation until 1947, the territories constituting Pakistan have a long history. The love of books among the people can be traced as far back as the 6th century A.D., when paper was used in the northern area of the country at Gilgit and Kashmir. The idea of libraries has its roots in the clay seals and tablets discovered in the excavations at Moenjodaro, Harappa, and Taxila, dating back to 2500-1500 B.C.

With the advent of Muslims in the 8th century, the education and learning activities which, according to Hindu customs, had been reserved for persons of higher castes took a new shape and were opened to all people without restrictions. Madarsahs (schools) were established with supporting libraries. In the absence of proper records, the details about the libraries' collections, organization, etc., are not known, but their existence has been confirmed.

The concept of public libraries was introduced by the British when they came to the subcontinent in the early 19th century. The first public library was established in Karachi by the British in 1851, followed by the opening of libraries in Sukkur (1869), Rawalpindi (1873), Lahore (1884), Multan (1886), and Quetta (1886). These libraries still exist and continue to develop. The present situation of libraries and librarianship in Pakistan is described below.

NATIONAL LIBRARY

The National Library was established in Karachi in 1950 under the Directorate of Archives and Libraries, Ministry of Education. After the 1953 assassination of Mr. Liaquat Ali Khan, the first Prime Minister of Pakistan, the library was named the Liaquat National Library in January 1954. However, with the shifting of the federal capital from Karachi to Islamabad in 1961, it was decided to have the National Library in Islamabad. The name of the Liaquat National Library was changed to Liaquat Memorial Library in 1964, but it continued to be the central library with the ad hoc status of National

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Library until February 1986, when it was transferred to Sind Province as provincial library. The building of the proposed National Library at Islamabad is nearing completion, and its collection is under development. At present there is technically no functioning National Library, but its nucleus exists in the Department of Libraries in Islamabad.

PUBLIC LIBRARIES

Pakistan has no public library system or legislation. The responsibility for establishing and maintaining public libraries is divided between local bodies, i.e., municipalities, district boards, and councils, town committees, etc. In some large cities, however, the provincial governments have established public libraries. Some welfare and social service agencies/organizations also run libraries for public use and are treated as public libraries. No formal, comprehensive survey had been conducted on these libraries, so detailed and accurate information about their number, collections, and services is not available.

The government of Pakistan appointed a Technical Working Group, under the Ministry of Education, to conduct a survey of public library facilities in September 1982. The group submitted its report in March 1984.[1] According to the report, the estimated number of public libraries is 150, and the majority of them are located in cities. There are about 480 cities with a population exceeding 10,000, and of these, only 136 have public libraries.

Some of the more important public libraries are:

Name	City	Date Estabished	Collection
Punjab Public Library	Lahore	1884	200,000
Dayal Singh Trust Library	Lahore	1908	100,000
Liaquat Memorial Library	Karachi	1950	100,000
Central Library	Bahawalpur	1948	80,000
Public Library	Khairpur	1955	50,000
Metropolitan Public Library	Karachi	1851	50,000
Quaid-e-Azam Library	Lahore	1984	50,000
Doudpota Library	Hyderabad	1952	40,000

A GUIDE TO PUBLIC LIBRARIES,[2] published by the Department of Libraries in 1976, lists 240 public libraries. It is assumed that the GUIDE lists some reading rooms as libraries. A modest estimate is that there are no more than 200 public libraries in the country, and they are maintained by the provincial governments, local bodies, and private organizations. Apart from this, there are 25 libraries which are maintained by the federal government under the name, Pakistan National Centers.

ACADEMIC LIBRARIES

The number of academic institutions in Pakistan is as follows:[3]

Type	Number
Primary schools	86,200
Middle schools	6,300
High schools	4,800
Arts and science colleges	500
Professional colleges	100
Universities	21

SCHOOL LIBRARIES

Primary and middle schools provide no library services. A few private schools have collections of books, but in no case more than a thousand. A limited number of high schools (no more than 20 percent) have libraries, but they are confined to a few hundred books kept locked up in almirahs (a bookcase covered with wooden or glass doors) in the office of the principal/headmaster. A survey[4] of Karachi high schools showed that out of 355 schools, only 170 have libraries with a collection of 1,000-10,000 books. Only three have a collection over 10,000.

COLLEGE LIBRARIES

The situation of college libraries is a bit better than that of schools. THE DIRECTORY OF COLLEGE LIBRARIES IN PAKISTAN[5], published by the Department of Libraries in 1978, lists 560 colleges (including professional colleges). No survey of college libraries has been conducted, but as Jalaluddin Haider[6] pointed out: "The resources of college libraries are neither adequate nor up to date. Their collections consist largely of gifts from organizations ..." The collections are mostly outdated and unorganized. No library services are extended except for the issue and receipt of books. College libraries contain neither the latest reference books nor current journals and periodicals. There are only 25 libraries with a collection exceeding 25,000 books. Some of the important college libraries are:

Name	City	Date Established	Collection
University Law College	Lahore	1868	100,000
Government College	Lahore	1864	90,000
F.C. College	Lahore	1864	60,000
Dayal Singh College	Lahore	1910	60,000
Islamia College	Peshawar	1913	60,000
Gordon College	Rawalpindi	1893	40,000
D.J. College	Karachi	1950	40,000
Islamia College	Lahore	1893	40,000

UNIVERSITY LIBRARIES

The 21 university libraries are the most advanced group of libraries in the country in all respects—collection, staff, services, buildings, equipment, and so forth. The important university libraries are:

Name	City	Date Established	Collection
Punjab University Library	Lahore	1882	325,000
Karachi University Library	Karachi	1951	260,000
Sind University Library	Hyderabad	1947	125,000
Agricultural University	Faisalabad	1961	120,000
University of Engineering Library	Lahore	1961	120,000

The collection of the rest of the universities is between 20,000 and 100,000. They come under the jurisdiction of the University Grants Commission, but there is no cooperation among the libraries for development or sharing of resources.

SPECIAL LIBRARIES

Next to university libraries, the special libraries are the best organized. They have good collections, both qualitatively and quantitatively, and extend proper library services. Akhter H. Siddiqui[7] states that there are 242 special libraries, while Anis Khurshid[8] puts the figure at 178. As there are no statistics available, the author conservatively estimates that there are about 300 special libraries, 50 percent of which are libraries of government departments or their attached offices, both provincial and federal. The rest are maintained by other agencies such as banks, industrial and commercial organizations, research institutions, and the like.

Some of the important special libraries are:

Name	City	Date Established	Collection
Punjab Assembly Library	Lahore	1922	80,000
Punjab Civil Secretariat Library	Lahore	1885	70,000
Hamdard Foundation Library	Karachi	1948	70,000
State Bank of Pakistan Library	Karachi	1949	60,000
Command and Staff College	Quetta		40,000
Institute of Islamic Research Library	Islamabad	1960	30,000
Anjuman Tarraqi-e-Urdu Library	Karachi	1948	30,000
National Assembly Library	Islamabad	1948	25,000

LIBRARY EDUCATION

The history of library education in Pakistan goes as far back as 1915, when the first library school in the East and, according to D.R. Kalia,[9] the second school after Columbia was opened at the University of Punjab, Lahore. The first director was an American, Asa Don Dickinson, a student of Melvil Dewey. This was a certificate course in library science and continued until 1947, when the partition of the subcontinent took place. The Karachi Library Association, established in 1949, started a four-month undergraduate course in 1952. This certificate course in library science continued until 1969. The first post-graduate course was started by the University of Karachi in 1956 at the diploma level, which was raised to M.A. in 1962. Now there are six universities offering two-year degree programs in library and information science, leading to the diploma/bachelor in the first year and the M.A. in the second year. In addition, Karachi and Sind Universities have M. Phil. and Ph.D. programs. Optional courses in library science have also been introduced at the intermediate and B.A. levels in some colleges. Further, some library associations are conducting undergraduate courses at the certificate and higher certificate levels for semiprofessional staff in libraries.

LIBRARY ASSOCIATIONS

The national Pakistan Library Association was formed in 1957. It has the distinction that its first conference was inaugurated by the President of Pakistan in Karachi in 1958. The Association was active until 1975, but since then has confined its activities only to holding conferences every three or four years.

The other prominent association working for the cause of libraries and librarian-

ship is the Society for the Promotion and Improvement of Libraries. The Society was established in 1960 by a group of civic-minded persons and is composed of prominent citizens, librarians, and scholars. It has organized seminars and workshops at the national level and published books and reports.

The Pakistan Bibliographical Working Group was founded in 1950. The Group published a number of bibliographies and compiled a RETROSPECTIVE BIBLIOGRAPHY OF PAKISTAN 1947-1961. After 1970, the Group mostly became inactive. However, it currently runs a four-month course for the Higher Certificate in Librarianship in Karachi.

There are some local and regional associations also, but their contributions are minor, and the organizations exist in name only.

BIBLIOGRAPHICAL AND DOCUMENTATION SERVICES

The earliest attempt at providing bibliographical services was made by the Bibliographical Information Center of the Pakistan Association for the Advancement of Science in 1949. It published the pioneering work, PAKISTAN: A SELECT BIBLIOGRAPHY, by A.R. Ghani in 1951, which contains over 9,000 entries of English language books published in Pakistan between 1947 and 1950.

Next came the contribution of the Pakistan Bibliographical Working Group. Apart from publishing some useful bibliographies and directories, it compiled the RETROSPECTIVE BIBLIOGRAPHY OF PAKISTAN 1947-1961 mentioned earlier. This work was to be published in seven volumes, but only two have been published to date.

The National Bibliographical Unit was established in 1962 in the Directorate of Libraries for the sole purpose of compiling the current NATIONAL BIBLIOGRAPHY. The Unit has published NATIONAL BIBLIOGRAPHIES through 1980 (with gaps for 1965-1967 and 1970-1971), but it has failed to publish up-to-date bibliographies. The bibliography of 1980 came out in 1986, and no further bibliographies have been issued since then.

The other prominent organization engaged in the field of bibliographical services is the National Book Council of Pakistan, established in 1962. It published a bibliography, ENGLISH LANGUAGE BOOKS FROM PAKISTAN 1958-1968, followed by annual supplements. Although the Council's main concern is book promotion and development, it has compiled a number of important and useful bibliographies on various topics, and in the absence of a current national bibliography, has filled the gap to some extent.

Documentation services started with the establishment of the Pakistan Scientific and Technical Documentation Center (PANSDOC) in Karachi in 1957. The name of the center has since been changed to Pakistan Scientific and Technological Information Center (PASTIC), with its head office in Islamabad. The main function of the Center is to provide scientists and technologists with access to the world's published scientific and technical literature through its document procurement, bibliography compilation, and translation services. It also publishes a quarterly, PAKISTAN SCIENCE ABSTRACTS, which covers scientific periodical literature published in Pakistan.

The Islamic Documentation and Information Center, established in 1982, works in the field of Islam and has published a couple of bibliographies and indexes. The Pakistan Agricultural Research Council, established in 1964 in Islamabad, has a documentation center which serves as the AGRIS database in Pakistan.

LIBRARY LITERATURE

The first book on library science, PUNJAB LIBRARY PRIMER, by Asa Don

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Dickinson, was published in 1916 as a text for the students of Punjab University Library School. A quarterly journal, MODERN LIBRARIAN, was published by the Punjab Library Association from 1930 to 1947. After 1947, several unsuccessful attempts to publish a journal were made by the Pakistan Library Association. The Association has, however, published the proceedings of some of its conferences. The Society for the Promotion and Improvement of Libraries has also published the proceedings of its conferences and seminars as well as some useful books. A very significant contribution has been made by the Library Promotion Bureau, which has published about a dozen books in Urdu as well as in English on various aspects of librarianship. Since 1968, the Bureau has also published a quarterly journal, PAKISTAN LIBRARY BULLETIN, which is the only Pakistani journal on librarianship. It has received both national and international acclaim.

Library literature published in Pakistan from 1947 to 1982 is completely covered by three bibliographies.[10]

CONCLUSION

The overall library scene in Pakistan, if not very good, is also not disappointing. There is constant improvement in all fields. Matters requiring further attention are:

1. The need for public library legislation to develop a public library system. In the absence of legislation, the responsibility of developing public libraries is divided between various agencies, and no public library system has evolved.

2. When the National Library at Islamabad is opened, the responsibility for publishing the NATIONAL BIBLIOGRAPHY should be entrusted to that institution.

3. The Department of Libraries in the Ministry of Education seems to be superfluous. Since establishing public libraries is a provincial responsibility, there is little use in having a Department of Libraries at the federal level. Rather, each province should have its own Department of Libraries (only Punjab currently has such a department).

4. Pakistani book production is less than 1,500 titles per year, and the number of books published on scientific and technological subjects and of research value is practically negligible. As a result, Pakistanis must rely upon imported books and journals which are costly and involve hard-earned Foreign Exchange. Consequently, resource-sharing programs among libraries should be introduced to provide better services to patrons.

5. To acquire foreign-published journals, a national periodical center should be established. The center would publish indexes and abstracts for the information of patrons.

6. To improve reading habits and make the people library-minded, priority should be given to establishing libraries in the schools.

7. The National Library Association should be strengthened to provide effective leadership and do constructive work, not just organize conferences and seminars on old issues.

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LIBRARIES IN PORTUGAL: AN OVERVIEW

Maria Luisa Cabral

GENERAL BACKGROUND

To write about Portuguese libraries is a difficult task; the library situation is a poor one, and up-to-date information is not readily available.

Libraries in the southern European countries are very backward, and Portugal's are no exception; one finds few well-organized Portuguese libraries. The geographical distribution and concentration of libraries in Portugal is as follows: Greater Lisbon—50 percent; Oporto—20 percent; and Coimbra—20 percent. These libraries suffer from poor staffing and scarce funding.

Lacking is a sufficient number of professionally prepared librarians. The concerns of the profession are primarily oriented toward the immediate tasks at hand—cataloging and preservation. It has been only since 1984 that management has been taught in Portuguese schools of librarianship. Such subjects as communication, information management, reference, and media librarianship are not yet included in library training. Portuguese libraries have survived with few resources and faced innumerable difficulties. Now they are being called upon to support social and economic development.

The Portuguese libraries have primarily served as information caretakers, and it is crucial that they break this cycle. For decades, Portugal's libraries have been nearly inaccessible. Their main function was to store documents, whether books or archival materials. They were, above all, places of erudition and culture. The staffs of such libraries, although technically skillful, developed a routine from which efficiency and effectiveness had long since disappeared. The idea of free access to stacks was unthinkable. The above situation is, unfortunately, still found in public and academic libraries. It is not likely that these library staffs will welcome new trends. Special libraries, on the other hand, often developed in a different direction. They were established to serve patrons from the research and development community.

Special libraries, the so-called documentation and information centers, could not afford to place all of their resources into cataloging and preservation functions. This difference between these special libraries and the more traditional libraries (public, academic, and the Biblioteca Nacional) is understandable. It is hoped that the creation of the National Bibliographic Database will help to dissolve the existing conflict between preservation and accessibility.

For political and economic reasons, Portuguese libraries will change. The increasing demand on libraries will no longer permit the present situation to continue.

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SOME SYMPTOMS OF CHANGE

Young people who have joined the profession lately are eager to change the libraries which, in the past, never allowed them full access to information. These new professionals bring with them the challenges and methods of the outside world.

Another symptom of change is the effort that both central and local governments are expending on their Project for Public Reading. The rate of illiteracy remains high; according to official figures, it is about 20 percent. The isolation of small towns and villages is a barrier to literacy development. The Project is intended to support the need for literacy development as well as to assist library collection building and staff recruitment/training.

The existing public libraries serve the general public, largely the student population, but services provided tend to be restricted to general reading. The newer libraries provide free access to stacks, but their collections of nonprint materials are still inadequate. This is due to the costs of equipment and a poor understanding of media capabilities.

The most recent development in Portuguese libraries is the automation of the Biblioteca Nacional (National Library) and the creation of the National Bibliographic Database—PORBASE. It is believed that, given the existing conditions of the country's libraries, PORBASE will make a profound contribution to a wide variety of areas, from culture to economics.

THE NATIONAL LIBRARY

The initial collection of the Biblioteca Nacional (BN), was made up of books which had belonged to the Real Mesa Censoria, a tribunal established in Portugal in 1768 to examine and censor books. The Royal Academy of History and private donations were also important sources for this collection's development.

The enforcement of legal deposit was first applied in 1798 and followed by other, similar legal directives. The incorporation of collections from former monasteries took place during the 19th century.

The National Library was known as the National Library of Lisbon until 1980, when a law decree changed its title to the present name. It assumed the dignity it warrants among the cultural institutions of the country, equipping it not only with staff to support growing service needs, but also transforming it into a research, consultation, dissemination, collection, and training center, with the ability to overcome the shortcomings of which it has long been accused.

Currently, the National Library houses almost two million monograph titles, 43,700 periodical titles, 1,483 incunables, 21,000 manuscript volumes, 1,000 Portuguese and almost 13,000 foreign books printed in the 15th century, maps, and prints. The number of nonprint materials is negligible, although they are considered within the scope of legal deposit.

The National Library (BN) is particularly geared to studies in the social sciences and history, and many of its users are university students whose information needs are not being satisfied by the academic libraries.

Among the major functions commonly attributed to a national library, the BN is responsible for the publication of the National Bibliography (BOLETIM DE BIBLIOGRAFIA PORTUGUESA) and also administers the Union Catalog of Portuguese Libraries. However, it does not provide an interlibrary lending service.

The BN began an automation project in 1985 for the following reasons: (1) a considerable amount of time passes between the acquisition of materials and the printing of the National Bibliography; (2) the Union Catalog is somewhat inefficient; and (3) the need for an interlibrary lending service is of utmost importance.

ACADEMIC LIBRARIES

The staffing problem in academic libraries is serious, but their technological backwardness and lack of coordination are the most critical barriers to be overcome.

On the whole, the collections of academic libraries are rich. They have departments of valuable rare books. Although their scientific and technological collections are of greatest importance, limited access and poor management renders them difficult to use.

There is no interlibrary lending system among the academic libraries. An acquisitions policy, even among the academic department libraries, is nonexistent. Each department tries to exist as a separate entity, with no cooperation or coordination among departments.

The Universities of Lisbon, Oporto, and Coimbra combined have as many books as the Biblioteca Nacional. None of these libraries is automated, and circulation is based on traditional procedures. Access is usually closed, but sometimes is open to lecturers. Database information is available only to a few of the wealthier students or lecturers who can afford access to institutions where such systems are in operation.

The existence of nonbook materials, either for teaching or as library holdings, is almost nil. Neither librarians nor lecturers have realized fully the power of the new media.

Not all academic libraries share this situation. Modern universities, located mainly outside major cities, are getting involved with the research and development programs of local industry. These university libraries are more dynamic; they are willing to accept different organizational models and have introduced some of the new technologies. The Universities of Aveiro and Braga, for example, have already started to enter records in the National Bibliographic Database.

THE NATIONAL BIBLIOGRAPHIC DATABASE

The Biblioteca Nacional automation project was launched internally in late summer, 1985, but early in 1986, became a national project when some universities—the first of which was Coimbra—offered support to it. It is the first library automation project in Portugal.

Because bilateral relations among institutions had not been easy in the past, the Biblioteca Nacional first prepared a report outlining carefully the possible implications of such a decision. To continue manual methods of operation would have kept the BN isolated, which would have been incompatible with new scientific and technical demands. Plans were prepared to ensure that working methods would become structured in an "assembly line" fashion, thus guaranteeing that information would be quickly available to patrons.

The provision of accurate, reliable, and prompt bibliographic information, independent of the location of an item, is the main objective of the whole system. This computerization will ensure complete fulfillment of the duties legally assigned to the BN. From the beginning, the system was defined as turnkey, modular, integrated, and

online, and the specification of operations in November 1986 made no digressions from these technical aspects. The GEAC 9000 was chosen from among several vendors, and installation of the system began in October 1987.

The central equipment will be installed in the BN, with links to six major academic libraries—Libson (2), Aveiro, Coimbra, Oporto, and Braga—and one public library (Oporto). The BN will be responsible for entering data for the Portuguese bibliography, while the other partners will provide data for the foreign bibliography. The Biblioteca Nacional is leading and coordinating this effort.

Taking into consideration all the previously described difficulties, the task of developing this database is huge—not only from a technical standpoint, but also from a managerial one. The UNIMARC record format was chosen, and the BN tailored MINI MICRO CDS/ISIS software (obtained free of charge from UNESCO) to its needs. Since January 1987, the national bibliography has been recorded on floppy disks. Both new and retrospective conversion records will be transferred to magnetic tapes.

SUMMARY

The National Library of Portugal is, above all else, attempting to end its long tradition of national and international isolation. It is currently involved in establishing the cooperation that will contribute to the modernization of Portugal's libraries. Through the National Bibliographic Database, it is hoped that the underdevelopment of Portuguese libraries will be overcome, and that the traditional self-sufficiency will be forever proven inefficient—both for patrons and librarians.

LIBRARIES IN LUXEMBOURG

Jul Christophory

INTRODUCTION

The country of Luxembourg is over 1,000 years old. It became a country in 963 A.D.; later (after 1354), it became a duchy within the Holy Roman Empire. The dividing line of the Germanic and the Romance languages, on which it was geographically situated, has largely conditioned its cultural development. Even though the West Moselle Franconian, a Frankish dialect, is used by one-half of the Duchy, bilingualism has always prevailed. The Luxembourg princes were educated at the French court, and French has been the official language since the 15th century.

Luxembourg has lived under foreign domination for almost four centuries: first, under the dukes of Burgundy, then under the Habsbourgs. In the 16th and 17th centuries, it was part of the Spanish Low Countries, and later became part of the Austrian empire. Luxembourg, being situated at the extreme south of the Low Countries, was one of the poorest and culturally most neglected territories of that large configuration. It was little affected by the great spiritual and intellectual currents of the Reformation.

THE NATIONAL LIBRARY

THE BEGINNINGS

It wasn't until 1598 that the first printer settled in Luxembourg, and production was limited to books for schools and convents. The large abbeys founded in the Middle Ages (Echternach, Orval, Saint-Hubert, Munster, etc.) remained the centers of cultural life. It was not until 1603 that the Jesuits began construction of a great college in the center of the town, a building occupied today by the National Library of Luxembourg. It is important to note that under the Ancien Regime, and even until the end of the 18th century, there were no public libraries in Luxembourg.

The situation changed drastically in 1794 when, in the wake of the French Revolution, Luxembourg was annexed by France. The abbeys and estates of the Duchy of Luxembourg were suppressed, and their holdings were confiscated, sold at auctions, or even burned. The monks had managed to take along a number of important medieval manuscripts on their flight to Germany. The remains were collected in 1798 and made up the first public library Luxembourg had known.

This library was annexed to the "Ecole Centrale de Luxembourg" and became the direct ancestor of the present National Library. Originally, it possessed a great number of important illuminated manuscripts from Echternach and Orval (mainly from the 9th and 10th centuries), but in 1802, the French government transferred 84 of the most valuable manuscripts to the Bibliotheque Nationale in Paris, where they remain today.

FORMALIZATION

In 1803, the library was attached to the City of Luxembourg, but it remained housed in the old Jesuit College, which was to become in 1817 the "Athenee de Luxembourg," Luxembourg's main grammar school. In 1848, the City of Luxembourg

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ceded the library to the state. In 1899, it was named the National Library, at a time when the official number of volumes, according to the published catalogs, was 75,000. In the late 1920s, the library took a more scientific orientation under full-time professional management. Yet, up to 1967, when Luxembourg's Municipal Library was founded, the National Library continued to offer, in addition to its scientific holdings, purely recreational reading materials.

During the German occupation of the country in the 1940s, the National Library was transferred from the Athenee to a separate building, where it remained until 1972. During the postwar years, the library finally was able to establish a truly scientific bibliographical collection. In 1972, the entire building of the former Jesuit College was placed at the disposal of the National Library, after the Athenee Grand-Ducal had moved to its new premises on the outskirts of the city. Now the National Library was able to develop its offerings in a satisfactory context.

Not only does the National Library collect all works printed and edited in Luxembourg, but also works relevant to Luxembourg, or written by Luxembourg nationals and published abroad. Since 1960, the library has benefited from the "legal deposit" obligation of two copies from all authors.

This year its general holdings were estimated at 600,000 volumes, 2,300 foreign periodicals, and 1,000 Luxembourg periodicals. The annual growth rate is about 10,000 volumes. Special collections include 140 incunabula, 700 manuscripts (from the 9th to the 20th centuries), 2,000 illustrated postal cards, 12,000 artistic posters and bills, 2,000 maps (prior to 1850), 200 atlases, 200 art bindings, and more. Each year, 800 foreign libraries and institutes receive the Luxembourg national bibliography, which lists about 2,000 references (including not only books, of which there are about 450, but also the most significant articles from journals and periodicals).

DOCUMENTATION IN LUXEMBOURG

THE MUNICIPAL LIBRARY OF LUXEMBOURG

It wasn't until 1967 that the capital could enjoy the use of a municipal library entirely devoted to leisure reading. It started with the collection rejected by the National Library at that time; today it offers—with "open access"—about 35,000 volumes of general literature in French, German, English, and Luxembourgish. The annual growth rate is 1,500 volumes. About 32,000 books are circulated annually. Unfortunately, because of staffing limitations, it is open only in the afternoon. It should also be mentioned that there are a "phototheque," with a collection of 450,000 photographic documents dating from 1855 to the present, and a "cinematheque," comprising over 5,000 full-length films, plus thousands of photos and bills. Since its founding in 1977, the municipal library has presented more than 7,000 film sessions of high-quality art films.

OTHER LIBRARIES

THE BIBLIOTHEQUE DU CENTRE UNIVERSITAIRE

The approximate size of this collection is 50,000 volumes in the humanities and social sciences and about 80,000 in law and economics. It was formed by merging the collections of the ancient "Cours Universitaires" with those of the Institut Universitaire International (a postgraduate summer research institution). Its main users are the first-year undergraduate students of the three departments (literature and humanities, law and economics, and sciences) of the Centre Universitaire, which prepares students to study at foreign universities.

THE GRAND SEMINAIRE DE LUXEMBOURG

This training college for Catholic priests was founded in 1845 and houses an imposing collection of 70,000 volumes, 100 periodical subscriptions, 15 incunabula, and ten precious medieval manuscripts (12th-15th centuries). Although specialized in theology, ecclesiastical history, and philosophy, it holds important works in the field of "Luxemburgensia," such as on religious life in Luxembourg. Outside the general library, one finds in the same building two documentation centers—one for religious instruction in primary schools and the other for liturgical documentation. The library is also a member of ABTIR (Association de Bibliotheques de Theologie et d'Information Religieuse), which edited, in 1983, the first union catalog of religious periodicals, called REPERE (Repertoire des Periodiques Religieux).

THE MUNICIPAL LIBRARY OF ESCH/ALZETTE

This library was founded in 1892; it is the oldest and largest municipal library in the country, with 55,000 volumes and 75 periodicals. Because of the great number of immigrant workers employed in the steel works, the library also offers a considerable number of books in Italian. The next largest municipal libraries are located in Dudelange, Differdange, and Diekirch.

THE CLERF ABBEY (ABBAYE SAINT-MAURICE, CLERVAUX)

This imposing library is comprised of about 80,000 volumes and 170 periodicals. Its annual growth rate is 1,000 volumes. It holds 194 medieval manuscripts of the 12th and 13th centuries, as well as 25 incunabula. Its priorities lie in the fields of theology, patristics, liturgy, and the history of convents.

SPECIAL LIBRARIES

Specialized libraries belong mainly to state offices and private societies and companies. Worthy of mention are the following: Court of Justice; Institut Monetaire Luxembourgeois, State Archives (with 50 kilometers, or 30 miles, of running shelves of administrative and historic archives); Statec (Statistical Office); ISERP (Institut Superieur de Recherches et d' Etudes Pedagogiques); Chamber of Deputies; Council of State; Music School (Conservatoire); and the Ministries of Education, Agriculture, Commerce, and so forth. To these could be added the documentation centers of the largest banks, such as Kredietbank Luxembourgeoise, Banque Internationale du Luxembourg, and Banque Generale du Luxembourg, as well as the insurance company Le Foyer, and the industrial companies of ARBED, Goodyear, Eurofloor-Sommer, Yates Industries, and Dupont-Nemours.

EUROPEAN INSTITUTION LIBRARIES

Four European institutions established on the Kirchberg plateau own important specialized libraries: the European Commission, the European Parliament, the European Court of Justice, and the European Bank of Investment.

THE COMMISSION

The library, founded in 1952, originally belonged to the High Authority for Coal and Steel (ECSC). In 1968, large amounts of its stock were transferred to Brussels. The present Luxembourg collections resulted from the 1979 merger of the Commission's administrative library and the statistical office (Eurostat) of the EC (Economic Com-

munity). Its strong areas are economics, statistics, finance, and politics. These topics comprise about 75 percent of its 45,000 volumes and 4,000 periodicals. Apart from statistical materials, this library is of secondary importance to the Commission's central library in Brussels.

THE EUROPEAN PARLIAMENT

This library holds 130,000 volumes covering EEC (European Economic Community) topics, political affairs, legislation, social affairs, transportation, environment and energy (out of which 7,000 are directly accessible in the reference library), as well as 1,000 periodical titles, national newspapers, and legislative and parliamentary documents from all member states.

The European Centre for Parliamentary Research and Documentation, located in Luxembourg, aims to promote exchange of information between parliaments, to prevent duplication of research efforts, and to establish cooperation among parliamentary libraries and research services. It publishes a newsletter about six times a year which contains a useful bibliography of publications and studies in this area, as well as information on the development of electronic data processing (EDP) documentation systems within the parliaments. The best-known publications of the European Parliament are EP NEWS, a monthly news bulletin; THE WEEK; and THE BRIEFING.

THE COURT OF JUSTICE OF THE EUROPEAN COMMUNITIES

The Court of Justice was founded in 1952 as the judicial arm of the European Communities. It is both an administrative and an industrial tribunal, but also, and above all, a transnational constitutional court—the "Supreme Court" interpreting community law as encoded in Article 164 of the EEC Treaty. The library, which primarily serves the research needs of Court officials and members, houses about 71,000 volumes, 10,000 unbound booklets and brochures, 425 current legal journals and law reports on subscription, 25 microfiche publications, and more. It maintains a comprehensive collection on European Community law and has extensive collections on public law and the national legal systems of all European countries, as well as on international public and private law. The Research and Documentation Center prepares research reports on Community law, international law, and competition law at the request of members of the Court. One Legal Information Section operates the computerized retrieval system for the case law of the Court (CJUS) which forms part of the Celex interinstitutional system of computerized documentation for Community law. It is linked to the legal databases of member states, for example, CREDOC in Belgium and NLEX in the Netherlands.

THE EUROPEAN INVESTMENT BANK

The European Investment Bank (EIB) was created by the Treaty of Rome in 1958. Its mission is to contribute to the harmonious development of the Community. Thus, it grants long-term loans to enterprises, public authorities, and institutions within the Community, promoting, for instance, investments in small- or medium-sized enterprises or the tapping of indigenous energy resources. Increasingly, the EIB also operates outside the country, predominantly in the Third World, where it presently finances operations in 64 countries. It maintains offices in Brussels, Rome, London, and Athens. The library and documentation service primarily supports the needs of EIB staff in the approval, analysis, and evaluation of their projects. It therefore specializes in financial affairs, economics, environment, and technical and legal aspects of resource development. Its collection includes 25,000 volumes, 1,300 serials, 1,200 periodicals, 84 newspapers, 2,300 annual reports of banks and societies, and miscellaneous documents

analyzing companies and economic sectors. The Bank operates its own indexing system on an IBM 4341, using STAIRS and accessing some 100 external databases containing 650 subject categories.

CULTURAL CENTER LIBRARIES

Four cultural centers, run by embassies or private bodies, complete the cultural offerings of Luxembourg and Community libraries. These centers are: Centre Culturel Fransçais, Thomas-Mann Bibliothek, Pushkin Center, and Miami University European Center.

THE FRENCH CULTURAL CENTER

The French Cultural Center was founded in 1968. Its library offers about 14,000 volumes of modern French literature, 70 periodicals, 2,500 records, 850 films, and 450 series of slides. There are 670 regular subscribers to the library (185 for films and 105 for recordings). In 1986, 1,450 film sessions were organized for approximately 35,000 viewers.

THOMAS-MANN BIBLIOTHEK

This cultural center was founded in 1970 to serve as a local Goethe-Institut (i.e., to disseminate German culture through lectures, exhibitions, and debates). It provides about 10,000 books in direct access, 1,000 records, and several hundred films. In 1986, subscribers borrowed some 8,000 books, 1,000 recordings, and 1,500 periodicals, while 600 films were shown in 900 sessions—reaching 33,000 people. There are 1,500 registered readers, and the annual count of reading room patrons is estimated at 4,000.

THE PUSHKIN CENTER

This Soviet cultural center was founded in 1974 to promote Soviet culture through lectures, reading sessions, debates, and exhibitions. Language courses are offered at several levels by Russian teachers. The library offers 5,000 books about Russian life and culture printed in Russian, German, English, and French.

MIAMI UNIVERSITY EUROPEAN CENTER

Every year, some 100 American students from Miami University in Oxford, Ohio, spend a complete academic year (or one semester) at the European Center in Luxembourg. Here the students learn about European literature, politics, economics, history, and geography. A language course in either French or German is compulsory. The faculty consists both of American and Luxembourg professors. The library of this center is open daily from 10 a.m. to 10 p.m. and offers about 4,000 volumes and 25 periodicals, mainly on American life and culture, but also on European history and economics. With certain restrictions, books can be borrowed from this reference library.

OTHER INFORMATION REPOSITORIES

CATHOLIC CHURCH INFO-VIDEOCENTER

In the context of Christian adult training, the Catholic Church has established an "Info-Videocenter," a meeting place for youngsters and adults, which offers 2,000 books and 300 videocassettes to 250 regularly registered subscribers.

THE OFFICE SCOLAIRE OR CENTRE AUDIO-VISUEL

This center was founded in 1948 to provide primary and secondary schools with audiovisual materials. In 1985, 4,000 subscribers borrowed 5,700 films (from 1,890 titles), 4,200 slide series (from 3,260 titles), 250 videofilms (from 240 titles), 30 cassettes (from 60 titles), 50 tapes (from 330 titles), and 360 combined media sets (from 435 titles).

SOME CONCLUSIONS AND A LOOK TO THE FUTURE

In all, there are about 45 noteworthy libraries in Luxembourg, with approximately 1.3 million volumes and about 5,500 periodicals. While these libraries have extensive and valuable collections, improvement is needed in coordination and cooperation between libraries. From the above data, it is evident that there are a number of positive achievements in documentation which have been and are occurring in Luxembourg, but better networking is needed to fully exploit existing resources and to make them available to a wider public.

In 1984, the National Library took the first steps to establish an automated union catalog, a centralized file of Luxembourg's collections. The first stage is being accomplished through shared SIBIL—software cataloging—of the new acquisitions from the libraries of the Centre Universitaire and the Seminaire de Luxembourg. However, if the staffs are not substantially reinforced for the continuation of this special task, the job may not be completed until the late 1990s. Such a local database in the year 2000, with 1.5 to 2 million titles, would be of great benefit both to Luxembourg libraries and to neighbor libraries in the heart of Europe.

PERSONAL EXPERIENCES IN AN AUSTRIAN SCHOOL LIBRARY

Dianne Winnen

INTRODUCTION

Vienna, Austria . . . THE SOUND OF MUSIC, city of famous waltzes, woods, and wiener schnitzel. Somehow this city of 1.6 million people still manages to retain its old world charm. Beautiful old Vienna, perched on the doorstep of the eastern bloc.

Blind luck and a good friend led this writer to a job opening for a librarian at the American International School in Vienna, Austria, in 1984. The usual methods of applying to work overseas had been circumvented; the interview for the job was conducted over the telephone. Letters of recommendation and the telephone interview were enough to get a plane ticket to adventure. A two-year contract entitled the bearer to round-trip airfare and the shipping of approximately 350 pounds of clothing and household goods both ways. That's not much for one adult, one teenager, and one dog for two years.

The smattering of German acquired via Berlitz before departing was better than nothing, but was not sufficient for living two years in Vienna. One learns "survival German" fast! It was needed to communicate with the school custodian (who doubled as an AV equipment repairman) and for daily life outside the school environment.

The school assigns a "buddy" to help incoming teachers find housing and automobiles, explain local laws, and complete the bureaucratic paperwork of the host country. Even incoming teachers who are proficient in the language of the host country benefit from the assistance of someone who has lived there for many years.

THE AMERICAN INTERNATIONAL SCHOOL IN VIENNA

The American International School (AIS) is situated on the outskirts of Vienna and the fringes of the Vienna Woods. About 725 students from nursery through post-graduate levels attended the school in 1984. This is not a Department of Defense school, so there were no children of military personnel. Because tuition was rather expensive, the school tended to enroll children of diplomats from many countries, children whose parents worked for large international companies, and children from wealthy Austrian families. Although the students came from 55 different countries, the principal language of instruction was English.

The elementary school library had a half-time librarian who served students through grade five. The upper school library had a full-time librarian and a full-time library aide. The clientele served by this library consisted of students from the middle school and the high school—a total of about 550 students.

Dianne Winnen *a Kent State graduate, has been a library/media specialist for nearly 20 years. She is currently library/media specialist at Jennings Middle School (Akron Public School System).*

Although the library (which was far from being called a learning resource center) was much too small and situated in a very undesirable location (near a gym and a cafeteria), its book collection was well rounded. In fact, it had the most balanced collection of English language books in the city.

Lounge Area Overlooking Courtyard

Stack Area of Library

Two of the greatest frustrations that faced the author were the mountain of books waiting to be cataloged—from scratch—and the system established for overdue fines. The anticipated fate of being chained to a typewriter, for months on end, was sidestepped by using a computer program (written by an Ohioan—Sharyn Van Epps) for cataloging books. The computer was also used to overhaul the overdue fine system with an application of APPLEWORKS software. The administration was amazed when the new system allowed enough money to be collected during the two-year period to enable the purchase of new tables, lounge furniture, and plants for the library.

Mogazine Display Area and New Lounge Furniture

New Library Tables

Student behavior in the library and in the hallway was also a source of frustration during the first year at AIS. The concept of "frees" (i.e., students permitted to roam the halls whenever they were not scheduled for a class) was unsettling to one who had come from a school system that had study halls and required hall passes at the high school level. But by the second year, most students got the message that inappropriate behavior would not be tolerated by the "Schnitzel Lady."

By the United States' standards, the Vienna school library operating budget was astronomical, but the currency fluctuation and shipping from the United States or Great Britain had to be taken into account. It was difficult to predict for the coming year's budget what the value of the dollar was going to be.

The curriculum of AIS is definitely geared toward the college-bound student. Students with learning disabilities, or those who had no interest in attending college, had difficulty fitting into the regimen of the curriculum. AIS's library collection had to meet the needs of both middle school students and post-graduate students who were enrolled in International Baccalaureate programs.

Students did not have the opportunity to play sports with local rival schools as they do in the United States. Athletic events were held with American schools located in Brussels, London, Frankfurt, and other cities. Students were disadvantaged in not having weekly contests, but the opportunities for travel more than compensated for this. A few hours away, across the border, awaited new cultural experiences.

SOME PERSONAL EXPERIENCES AND OBSERVATIONS

One of the things that was most missed about the United States was the opportunity for professional growth. There was one other high school librarian—who worked under the British system of education—and a few specialized English-speaking librarians who worked for small colleges, the OPEC, and United Nations Atomic Energy libraries. Amerika Haus Library, which is operated by the United States government, had a fine magazine collection, but the book collection was not well balanced. For the average American who frequently visited the public library in the United States, the AIS library was it.

The European Council of International Schools (ECIS) conference, which is held every year in exotic places like Paris, Frankfurt, or Geneva, provided librarians in European English language schools an opportunity to grow professionally. The author discovered just how small the world is at a conference in Frankfurt, where she met a librarian from Ohio who had also graduated from Kent State and worked at the Akron/Summit County Public Library before working as a school librarian in Lugano, Switzerland.

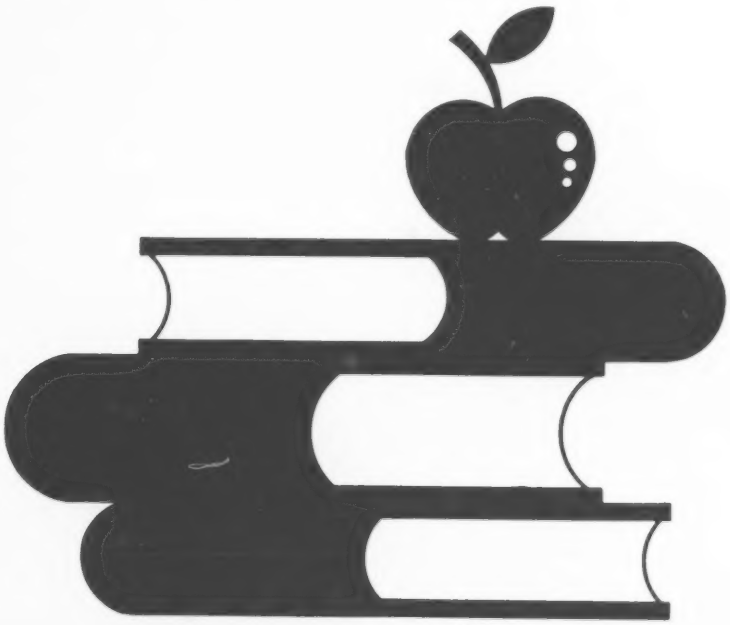
One difference in the author's library/media specialist role in Vienna as compared with the United States is that she also functioned as a public librarian for people eager to read in the English language. One retired gentleman would regularly bring in a shopping bag to load up on paperback books. Two weeks later, he would return them and check out more. This might seem strange to American school library/media specialists, but in Vienna it made sense. Perhaps one reason is that there are only two television channels (both of which broadcast in German), and in general, Europeans read much more than do Americans. Also, books written in English that were available in local bookstores were extremely expensive because of import taxes and high sales taxes.

Although there were many personal opportunities for cultural growth in the community as well as in neighboring countries, homesickness for friends and the United States was a frequent malady. Fortunately, access to the American Embassy Commissary was available, so one could buy some favorite American foods and over-the-counter medicines. Nevertheless, one sometimes gets hungry for a certain unobtainable food, and that hunger can consume all of one's waking thoughts.

Also, to call Europe from Ohio costs approximately $1 a minute, but to call Ohio from Europe costs approximately $3 a minute. Although the author stayed in Europe for the entire two years without a trip home to the United States, her telephone bill was often so large that she could have instead purchased a one-way ticket to the United States! Besides a basic charge, in Vienna one is also charged for each minute of a local call based upon the distance of the call. The author's teenage daughter had a difficult time understanding why, in Vienna, she could not chat for hours on the telephone the way she had in Ohio.

SUMMARY

The two years in Vienna were definitely a wonderful experience.



THE CHANGING ENVIRONMENT OF PUBLIC LIBRARIES IN THE NETHERLANDS

Menno M. A. Knul

INTRODUCTION

Because of their new social role, a result of recent technological developments and new concepts about public library services, public libraries in the Netherlands are adjusting to the demands of a new era by implementing various innovations.

The Netherlands has a well-developed network of national, regional, and local public libraries as well as special lending points and bookmobiles. There is also an active library association, the Nederlands Bibliotheek en Lektuur Centrum, or Netherlands Center for Public Libraries (NBLC) which offers extensive central services.

Public library collections in the Netherlands include many recently published books, journals, records, music cassettes, slides, audiocassettes, videocassettes, compact discs, and computer software. The NBLC assists public libraries in keeping collections up to date by providing central evaluation, purchase, binding, and sales services.

Modern cataloging practices are based on shared cataloging and conform to Universal Bibliographic Control (UBC) standards. Journal articles are documented both in print with Automatic Documentation Section (DOCA) and electronically using "Traitement des Acquisitions et Du Catalogage par Ordinateur" (TACO), processing acquisitions and cataloging by computer.. Two well-developed interlibrary loan systems exist. One system consists of local libraries, regional libraries, and the Dutch Lending Library. Another consists of university libraries, special libraries, and the Royal Library in the Hague. Both systems follow Universal Availability of Publications (UAP) guidelines. Library catalogs and the interlibrary loan systems are mostly automated, owing to Project for Integrated Catalog Automation (PICA) services on the national level and to the automation activities of individual libraries at the regional and local levels.

This modernization has been made possible by the Library Act of 1969. The Library Act of 1969 is being replaced by a new Welfare Act, because public libraries in the Netherlands are officially regarded as institutions of specific welfare. Dutch librarians do not agree with this designation, believing that library services would best be supported by a Library or an Information Act.

REASONS FOR INNOVATION

When the well-equipped libraries of the Netherlands are compared with public libraries of other countries, one might wonder why a need for innovation exists in Dutch public libraries. The necessary innovation pertains both to technological developments and to new concepts about public library services.

The automation of cataloging and lending procedures is not innovative in itself. Automation offers relatively few advantages over the previous manual operations. Automation has enabled librarians and patrons to store and retrieve information faster and more efficiently, but is revolutionary neither in its scope nor in its effect. However,

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the innovation discussed below, even though it might be possible without automation, ideally would go hand in hand with it.

The information needs of library patrons play a more important role in the new services than the availability of a large collection of books for lending purposes.

The innovation described pertains to two areas: (1) the multimedia approach to collections, using advanced interactive video and laser technologies, and (2) the development of local multidisciplinary databases, combining information from external databases and local sources. The local databases would be accessible through home television sets. In effect, these new library services would involve:

1. the use of audiovisual and digital media;
2. the use of information networks;
3. the collection of local information from various sources; and
4. the connection of the library to people's homes through television channels.

MULTIMEDIA AND INTERACTIVE APPROACH

Not long ago, public libraries dealt with printed information only—books, pamphlets, and journals (even after the printed information was replaced by microfilm or microfiche). More recently, libraries have added slides, audiocassettes, music cassettes, records, videocassettes, compact discs, microcomputers, and software.

People typically acquire information by watching television, listening to the radio, reading newspapers, and telephoning other persons and institutions. Obviously, other ways of obtaining information, in addition to reading, are available.

For example, to learn about the persecution of gypsies during World War II, one may read novels, poems, or scientific reports on the subject. Additional sources of information include archival films, taped interviews with eyewitnesses, victims, war criminals, and gypsy songs based on the subject.

In studying the social structure of tribes in black Africa, one may read scientific literature on this topic, but again, research efforts will be enhanced by viewing films, photographs, and slides about tribal customs or by listening to African music.

In order to understand the reclaiming of the sea and lakes in the Netherlands (converting water areas to land), it may be more instructive to see on film how this is done rather than to read about it.

Personal experience indicates that many topics can be taught much more effectively with the use of pictures or sound rather than with printed text.

The use of all the pertinent media on the above-mentioned topics will better inform an individual than will the consultation of only one type of resource.

Interactive video and laser technology, in combination with personal computers, will play a vital role in this multimedia approach. Through the new technology, the traditionally passive information consumer will become an actively involved information user.

Thus, this innovative activity is expected to generate far-reaching effects. The anticipated result of this multimedia and interactive approach to providing information in public libraries should be more information searches conducted in the library itself and the lending of library materials becoming a secondary function.

LOCAL DATABASES

Another innovative feature of modern libraries found in the Netherlands is the development of local multidisciplinary databases incorporating information from both external databases and local sources. These databases are accessible through one's own television set at home.

In examining the total volume of information received at home by television, radio, newspaper, or other means, one may question which aspects of that information public libraries should provide to patrons. Because more and more institutions, publishers, ministries, municipal authorities, and social and cultural welfare institutions are building information databases, this is a current concern in the Netherlands.

Further, there is an increasing number of homes equipped with personal computers. Many school children do their homework on computers. The concern is that the direct relay of information between producer and consumer will undermine the intermediary role of booksellers and libraries. Realistically, only those consumers who are in a financial position to afford the necessary equipment and related usage costs can accomplish this feat. To ensure that public libraries retain their intermediary role, they must develop a dissemination service for these database producers similar to that which libraries now provide for encyclopedias, journals, newspapers, and other materials. Public libraries receive information from external producers, add local information, and make the information available to patrons through local television channels. This can be accomplished at relatively low cost and in a uniform, user-friendly manner. At present, this service is provided:

1. by several regional libraries (Amsterdam, Rotterdam, Middelburg, and Leeuwarden) which make available industrial and governmental information through traditional online information retrieval;

2. by all the public and branch libraries in the region of Noord-Brabant, with the help of Belgian Bistel software for uniform, user-friendly access to online information; and,

3. by two smaller towns (Almelo, Oosterhout), which have established local databases available by television to patrons' homes.

In summary, the second innovative activity with significant impact is the establishment of local databases in public libraries. This may cause more information searches to be conducted outside the library itself, but these searches will still come through the library system (contradictory to the first activity, which leads to more searches in the library itself!).

NEW SOCIAL ROLE

To explain the new social role of public libraries in the Netherlands, it is necessary to go back in history to the beginnings of the industrial revolution. The revolution occurred between 1860 and 1880 in the bigger cities of the Netherlands. It reached the rural areas around 1910, with the mechanization of agriculture. At that time, it was believed that industrial and agricultural workers should be better educated so that they could function in the new society. The goal of public libraries established during this period was to educate the working classes.

After World War II, another purpose arose. (The Library Act of 1975 and the

establishment of the NBLC are related to this incentive.) The purpose was to inform people of the issues, thus allowing them to participate in the new postwar democratic society. All people were included—Dutch citizens, foreign workers and their families, refugees from all over the world, the physically and mentally handicapped, and so on. The public library was seen as a basic provision for everyone, like hospitals and schools. It was believed that there should be a public library within a half-hour's walking distance of every home.

Today, the Netherlands is confronted with the "Information Age." Automation and telecommunications are at all levels of social and professional life, creating a revolution comparable to the industrial revolution. Again, illiteracy (now computer illiteracy) peers around the corner, threatening to create a new "proletariat." This time it is not so much workers as the unemployed, including women and elderly people, who will be affected. Public libraries consider it their task, along with schools and adult education institutions, to help people learn the skills necessary to function socially and professionally in this information era.

Moreover, the electronic society (it is a misconception that it is still coming, because it already exists everywhere) is characterized by the unchecked flow of huge amounts of information, a very small part of which is useful to any given individual. The phrase "information noise" was coined a decade ago to describe this problem, which at that time applied only to scientific information. Today, the flood of all kinds of information demands the development of tools which enable a user to obtain the desired type and amount of information at the right time. It is a responsibility of public libraries to assist patrons in locating information relevant to their needs.

RENEWAL AND INNOVATION

Public libraries must constantly update their services, methods of operation, and scope. Otherwise, they will suffer the same fate as the dinosaurs. However, renewal of library services is not equivalent to innovation. Innovation is beyond renewal in that it makes use of the latest technological developments to create new concepts about public library services. Thus, innovation is the strategy of using the latest technology to establish a new position for public libraries in their communities. A renewing library follows developments, whereas an innovative library spearheads them.

NEW MEDIA

Below is a review of the latest media and information technology considered relevant to public libraries and their patrons.

VIDEODISC AND COMPACT DISC

In March 1983, videodiscs and compact discs, both laser media, were introduced in the Netherlands. The Dutch Lending Library immediately began collecting these media, though there were few users at that time. The number of users grew very rapidly in the case of music compact discs. Because of the general acceptance of compact discs among library patrons and because of the fast central service on this medium by NBLC Infono, many libraries are now using compact discs on a regular basis.

A different situation arose in the case of LaserVision videodiscs, which have yet to become popular with the public. This is due primarily to the general acceptance of videocassettes. Consequently, public libraries have also started collections of videocassettes (especially popular entertainment).

Videodisc facilities are getting a better response in the educational environment. Educational facilities which use videodiscs include London University and the Netherlands Open University, and training courses like those produced by IBM, the Dutch Dairy Office, and driving schools. Videodiscs are also used in promotional environments, such as the videodisc produced by the Regional Authorities of Utrecht. In such cases, videodisc technology is often used in combination with microcomputers or E-proms, making it an excellent tool. Because major public libraries play a role in supplying information to Open University students, these libraries have now been equipped with videodisc players and microcomputers.

MICROCOMPUTERS AND COMPUTER SOFTWARE

In 1982, 100 elementary schools were selected for trial use of microcomputers (Phillips P2000 and Commodore 64) and educational software. As public libraries in the Netherlands support education in elementary schools, the Dutch Lending Library thought it would be useful to start a follow-up program in public libraries. The first step was to acquaint librarians and library patrons with the technology. This was done with great success in July 1983 by introducing handcomputers (Sharp PC 1210/1211), followed by several types of microcomputers (Commodore 64, VIC, and ZX 20).

Since software was not available for loan purposes because of copyright problems, the Dutch Lending Library developed its own educational and practical software (80 programs). As many libraries were interested in this new service, NBLC acquired and distributed 400 microcomputers and the above-mentioned software (Commodore 64) to public libraries for the purpose of demonstration to patrons. Now, PC-DOS and MS-DOS personal computers are available in public libraries for general use.

ONLINE INFORMATION RETRIEVAL

In May 1983, the regional libraries of Amsterdam, Rotterdam, Leeuwarden, and Middelburg began a new service, online information retrieval service. This was accomplished in cooperation with the Dutch Lending Library. This service was designed to attract students from higher education institutions as well as individuals and employees of small businesses who could not afford their own connections with major databases.

The Dutch Lending Library believed that such a service could be developed for the general public, also, following the examples of Easynet in the United States and Dimdi for medical doctors and biologists in West Germany. In the Netherlands, the use of both a videotex-protocol and user-friendly software would be required. It would also mean accessing databases of interest to the general public, primarily those containing consumer, social, cultural, and governmental information. In cooperation with NBLC, it is planned to offer this service on a trial basis in the region of Noord-Brabant.

OPTICAL DOCUMENT FILING

In January 1985, the Dutch Lending Library introduced a new information management technique in public libraries, named "digital optical recording," or optical document filing. Journals are no longer filed on shelves. Instead, single articles from these journals are copied to a videodisc. The present configuration (Toshiba DF 3100 R) enables storage of 20,000 "images" or A4 (standard size for European paper—8.27 x 11.69 inches) pages on one double-sided videodisc. A new configuration (Toshiba DF 3200), which will store 60,000 A4 pages on a single disc, has been ordered. The present system is a stand-alone machine, whereas the new system will be a local area network (LAN) machine which can be attached to a mainframe computer for handling searches. In the future, it will enable the transmission of information through glass-fiber

telephone lines to any location in the Netherlands. Several regional libraries are now interested in adopting this technology to store journals, pamphlets, photographs, literary criticism, letters, and contracts.

CD-ROM

NBLC and the Dutch Lending Library presently are investigating the feasibility of CD-ROM in public libraries. CD-ROM is similar to the music compact disc, but can register either data only or a combination of data, images, and sound. ROM means that this medium can only be read out and cannot be updated. It is expected that CD-ROM will be used mainly to store encyclopedic, bibliographic, and even full text information. The first application would allow replacement of encyclopedias much faster than is done currently with printed encyclopedias. The full-text application would be very useful in overcoming costly telecommunications barriers.

LASER CARD

Finally, a highly interesting development is expected from the laser card, which measures only 8.5 centimeters by 5.5 centimeters (3.4 by 2.2 inches) and has a storage capacity of 800 A4 pages (single strip) or 1,600 A4 pages (double strip). NBLC and the Dutch Lending Library are planning to investigate its possibilities for public libraries. This is a write-once, read-only medium, which is already used in banking, medical care, education, and publishing. It may be used in public libraries as a patron's library card to facilitate recordkeeping of items lent. However, it can also be used to distribute software for home computers or to download retrieved information.

EFFECTS ON PUBLIC LIBRARY SERVICES

What effects on public library services can be expected from these innovations?

1. Because of the multimedia approach to information, a more balanced use of print and nonprint media will occur.

2. Because of online information retrieval, there will be more network transactions involving interlibrary searches for information and interlibrary loans of journal articles, reports, and pamphlets (whereas interlibrary loans currently concentrate on books, printed music, music recordings, and audiovisual materials).

3. Because of local host activities, a closer coordination with other agencies in the community (municipal authorities, social and cultural institutions and organizations) will result. Such liaisons, at present, are few.

4. Because more information will be available in the library (multimedia and online services), library users will spend more time studying and reading in the library, which will require changes in the layout of library buildings, study facilities, equipment, and so on. It also means that more information retrieval should remain available in the library itself rather than being lent out, e.g., study materials for the Open University.

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5. Because more sophisticated systems will be used in public libraries, the library staff will require more specialized personnel, including video experts and information analysts. This has been taken into account already at library schools and training centers.

THE SWEDISH LIBRARY SYSTEM

Margareta Törngren and Thomas Lidman

THE PUBLIC LIBRARIES

In 1985, the Swedish Parliament resolved that public libraries are instruments of public educational policy and constitute an integral part of the democratic process. The public library shall stimulate people to search for knowledge and cultural experiences and promote quality media and cultural activities. The media collection shall be comprehensive. The public library shall be open for everyone and free of charge. The following objectives are emphasized as especially important. The public library shall:

- make an effort to promote literature and reading;
- work for free and equal access to information;
- develop external activities; and
- make special efforts to meet children's needs for books and reading.

These guiding objectives form the ideological basis for the public libraries' service.

The local municipality itself, not the central government, decides how to develop its public library. In every municipality there is an elected committee, usually an arts committee, which is responsible for the public library. The activities of Sweden's public libraries are not regulated by law, as in the other Nordic countries. This lack of official regulation is the reason why the guiding objective for book loans ("free and equal access") in Sweden has been threatened during the last few years. Until recently, no municipality has charged visitors for book loans or library cards.

On the whole, economic support of public libraries has increased over the last ten years. This includes support for both media and staff. The standards of each library vary from one municipality to another, depending on local priorities. Many municipalities in Sweden are small; more than half of them have fewer than 20,000 inhabitants. In such places, the library is often the only place available for general cultural activities.

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Over the years, the Swedish municipalities have built up an extensive network of permanent units and extension programs. Each of the 284 Swedish municipalities has its own library system. Altogether there are about 2,000 library units. There are 132 bookmobiles in 119 municipalities. Today the municipal governments cover 95 percent of the costs; regional bodies, two percent; and the state, only three percent. Of the total costs, staff comprises 52 percent; physical facility, 20 percent; books and other media, 16 percent; and other costs, 12 percent. Today there are almost 43 million books in Swedish libraries. Children and young adults are the most frequent borrowers, accounting for 43 percent of the loans.

During the past few years, special attention has been given to the situation in school libraries. The collection of specialized literature for children is out of date. Six percent of the schools do not have libraries. Over 60 percent of the smallest school libraries are open only one hour a week, at which time assistance is provided by teachers or librarians.

USE OF THE LIBRARIES

The use of public libraries seems to be changing in character. At this time, the change is only slight, but bears watching. The figures on book circulation during the past three years have decreased by more than 10 percent, which breaks down to nine books per citizen. It is mainly the loans of fiction to adults which have decreased. Competition from publishers' book clubs has affected the libraries more than anything else. Newly published figures state that public libraries had 85 million visitors in 1985. Twenty-three million of these visits to the library were to borrow books, 28 million to read only newspapers and magazines, and 8 million to ask reference questions. One of the reasons the use of public libraries has been changing may be due to the fact that public libraries have improved their information and reference services in different ways. The libraries are increasingly using external databases in reference and information work. Music activities are changing from listening to cassettes at the library to circulation of cassettes and compact discs. In cooperation with Swedish Educational Radio, public libraries have been involved in a successful project of circulating the Educational Radio's videocassettes.

INTERURBAN MEDIA CIRCULATION

Public libraries are connected to a "loan chain," which gives them access to the resources of a number of libraries in Sweden. This structure has been growing as a rational system to improve cooperation among public and research libraries in interurban media circulation. The base of this structure is the public libraries in the municipalities. Next in the structure are 24 county libraries, and finally, three nationally financed interurban lending centers. These centers also provide access to materials through research units within universities and research institutes.

THE SWEDISH LIBRARY SERVICE AGENCY

The Swedish Library Agency (Bibliotekstjänst, BTJ) in Lund is a company which provides a wide range of services to different kinds of libraries. It is owned by the Swedish Library Association and the Swedish Association of Local Authorities. Most of BTJ's work consists of the "joint binding service." Every two weeks, it sends information to public libraries on newly published books. About 2.8 million volumes are distributed by BTJ every year. BTJ is also the leading company in the development of a computer-based system for public libraries which includes both circulation and cataloging control, called BUMS—Bibliotekens Utlånings och Mediakontroll System.

About 80 libraries are connected to BUMS. In 1988, BTJ will be able to offer a decentralized database system, called "BUMS local." During the past few years, BTJ has met competition from other companies which also deliver books to libraries, and also from different data companies which offer other systems. Although the competition is small, it has been both disturbing and stimulating for BTJ and the customers. The company has met this challenge with such measures as fast deliveries in the "joint binding system" and a new bonus system for purchasing books. The competition in databases has been a problem, since many want all the public libraries to use the same data system in Sweden.

SPECIAL ASPECTS OF THE SWEDISH PUBLIC LIBRARIES

The Swedish public libraries are open to all, both Swedes and foreigners. An American tourist can, for example, borrow books at Swedish libraries. All book lending is free of charge, but fines are levied for overdue books. The libraries also provide much more than books. Newspapers and magazines, music on records and cassettes, sheet music and scores, language courses, maps, information from national and local government, color slides, art, and microfilmed Church of Sweden documents for genealogical research are all part of the public library service. The libraries offer extensive programs of exhibitions and other activities as well as organize storytelling hours for children (sometimes these are also presented in various immigrant languages) and puppet theater shows.

Also characteristic of public libraries in Sweden are the special efforts made to reach certain groups. These activities involve both the media collections at the libraries and the extension services, or "outreach" programs, which take place in the community. During the 1970s, library services at hospitals assumed permanent status and began receiving economic support. They are regarded as a natural part of hospital care. In some places, medical libraries are combined with general patient libraries. These programs are operated by the municipal libraries, but are financed by the county governments which are responsible for most of the health care in Sweden. For many years, public libraries have been developing cooperation with other institutions in order to reach target populations outside their regular library buildings. They work together with child care centers, preschools, schools, adult education associations, clubs, special service buildings for the elderly, correctional institutions, and so forth.

LIBRARY EXTENSION SERVICES: "OUTREACH" PROGRAMS

Another sector which has developed over the last few years is culture in open care. The new method involves librarians working with "outreach" programs in day care centers for elderly and retarded people located in housing areas without any libraries. This development has taken place without any real economic support. It is the increasing consciousness of the need for cultural stimulation which started these activities.

Another form of outreach service for the elderly is "the book is coming" service. This service involves public libraries providing elderly and disabled people with books in their own homes. This activity could be expanded considerably, since one-third of the municipalities have no such service at all. Several municipalities have special programs for social services staff with information about books, "talking books," reading aids, books with large type, and the like.

LIBRARY SERVICES FOR IMMIGRANTS

More than 400,000 foreign citizens live in Sweden, roughly four percent of the

population. Among the largest national contingents are the Finns, Yugoslavs, Greeks, and Turks. The governing principal of public library services is that immigrants are entitled to the same library service as the Swedish population. Since the early 1970s, libraries have been working to expand the number of titles in immigrant languages. For example, the Stockholm Public Library buys books in 80 different languages, more than 30 of which use non-Latin alphabets. It also subscribes to 370 newspapers and magazines in 32 different languages.

"TALKING" MATERIALS

At least 350,000 people in Sweden are entitled to borrow talking books. Included in this group are not only the visually disabled but also anyone who cannot use a printed text or handle an ordinary book, such as people with speech defects, the motor-handicapped, and the mentally retarded. There are about 630,000 talking books. Users of talking books borrow them from their local libraries, but the books are also available through hospitals and schools as well as special care programs for the elderly and mentally retarded. Talking books can be requested from county libraries as well as the Swedish Library of Talking Books and Braille (Tal-och punktskriftsbiblioteket). This special library function was established in 1980 and produces most of the approximately 2,000 talking book titles published each year.

Information on newly published literature is provided by municipal "talking newspapers," which are often produced directly by the county libraries. The county libraries have also established special recording services for the visually disabled, which means that those patrons may request material of special interest to them be recorded onto a cassette.

RESEARCH LIBRARIES

THE NATIONAL LIBRARY

The National Library of Sweden (Kungliga biblioteket) is located in Stockholm. It has received "duty deliveries" (copies required by law) of all publications since 1661 and consequently is the oldest library in the world with such rights. The National Library has the most complete collection of Swedish publications. It is also considered a research library for the humanities and social sciences and is open to the public. The collection of manuscripts concentrates on Swedish authors. Letters and other documents of August Strindberg (1849-1912) can, to a large extent, be found there, as well as documents concerning Nobel Prize Winners such as Selma Lagerlöf and Pär Lagerqvist.

GENERAL RESEARCH LIBRARIES

The general research libraries are located exclusively at universities and colleges as part of the Swedish University System, under the jurisdiction of the Ministry of Education. Sweden is divided into six Higher Education Districts. Each district has a university with its own branches in other cities. Today, university libraries are located in Lund, Gothenburg, Linköping, Stockholm, Uppsala and Umeå. Branch libraries are found in some ten locations throughout the country. With the exception of the University Library in Stockholm, which has no departments for medicine or technology, the libraries are crossdisciplinary. Uppsala University Library, which has the largest book collection in Sweden (about 4 million books), was founded in 1620. Next in size is the University Library in Lund, with about 3.6 million books. This library was founded in 1471 and consequently is the oldest in the country.

These six libraries collectively constitute the most important part of the Swedish

research library system. The primary purpose of these libraries is to serve their own institutions, but they also have responsibilities both for their own regions and, through interlibrary loans, to the rest of the country. They are even open to the public in the sense that everyone is allowed access to the reference collections and can order books for reading in the reading rooms.

The university libraries in Lund, Uppsala, and Gothenburg also have substantial collections of manuscripts. Uppsala University Library owns the most valuable book in Sweden, CODEX ARGENTIS (THE SILVER BIBLE), which dates from the end of the 6th century. It also possesses a very rare collection on the art of book binding, illustrated manuscripts, and other beautiful books.

SPECIAL RESEARCH LIBRARIES

Linked to the universities are a number of specially oriented colleges and institutes with substantial special research libraries under the jurisdiction of the Ministry of Education. Particularly noteworthy are the libraries at the Royal Institute of Technology in Stockholm, at the Chalmers University of Technology in Gothenburg, and at the Swedish University of Agriculture Sciences, which dominates in the field of agriculture. The large medical library at the Karolinska Institute (KIBIC), which is responsible for a considerable portion of interurban media circulation in Sweden, has been appointed by Parliament as the library of responsibility within its field (more about this follows below). The National Library for Psychology and Education (SPPB) is an independent research library having national responsibility for the Behavioral Sciences. The Stockholm School of Economics has the nation's best collection of works in economics. Other official special libraries which have important collections in their fields and are open to the public can be found at the larger museums, such as the Art Library at the National Museum of Fine Arts, the Ethnological Library of the Nordic Museum, and the Library of the Royal Academy of Letters, History, and Antiquities, which is connected with the Historical Museum.

AUTHORITY AND COMPANY LIBRARIES

Many larger authorities, outside the educational system but having certain research work and fields of responsibility of their own, have good libraries and information services. These libraries are primarily intended to serve internal needs, although some of them are also open to the public—for example, the libraries of the National Board of Occupational Safety and Health, and the National Environmental Protection Board. The Parliament Library has special responsibility for Swedish Government printing.

Big companies with research of their own have good libraries: pharmaceutical industries (Astra, Pharmacia, Kabi), automobile manufacturers (Volvo, Saab), electronic industries (Ericson, Asea), and so forth. These libraries are not open to the public.

THE DELEGATION FOR SCIENTIFIC AND TECHNICAL INFORMATION (DFI)

At the end of the 1970s, DFI began its work under the jurisdiction of the Ministries of Education and Industry after several years of committee investigations. Its main task is to give financial support to educational activities and research projects and, among other things, to influence development and stimulate the use of new technology in library work. DFI has made it clear that cooperation is essential in many areas within the library system—not only concerning media collections. A library cannot work in isolation as new technology inevitably brings libraries closer together.

In 1986, the DFI's work was analyzed, and in Spring 1987, it was decided that

activities were to be reorganized and carried out on a smaller scale in the future. However, it is not clear what kind of results are expected from this reorganization.

COOPERATION AMONG RESEARCH LIBRARIES

Cooperation among the Swedish Research Libraries is traditional but voluntary. There is no law stating the extent or content of cooperation. Nevertheless, a mutual catalog (AK) was created as early as 1886, in which the major research libraries announced their acquisitions of foreign literature. At the same time, they declared themselves willing to lend their media to other libraries. This cooperation has improved over time. The "Scandia Plan," as it was known, was influenced by the American "Framington Plan" and the West German "Sondersammelgebiet." In the mid-1950s, this plan distributed acquisition responsibility for more peripheral material among different university libraries not only in Sweden but in all of Scandinavia. The Scandia Plan, however, has been replaced by a centralized system on the national level. The Swedish system, which was greatly influenced by the West German system, began in 1984, when KIBIC was appointed by Parliament and the Government as the responsible library in the medical field. The purpose is to organize a number of libraries with substantial knowledge and media collections which, on a national scale and covering different disciplines, can meet the demands of modern research in terms of effectiveness, specialization, and speed.

LIBRIS—DATABASE

The above-mentioned mutual catalog (AK) was automated in the early 1970s, when the Library Information System (LIBRIS) was created. Today 24 research libraries take part in this cooperative. Information about every acquisition, both Swedish and foreign, is forwarded to LIBRIS through direct contact with the database. At the same time, the libraries receive cataloging and classification assistance if the publication is already present in the database; in that case, the individual library only adds information about its own copy (e.g., location). The system uses British and American computerized bibliographies (MARC tapes), and the catalog rules are the international AACR. LIBRIS also makes it easier to locate books for interlibrary loans. Catalog cards for those libraries which still keep a manual catalog, new acquisition lists, and the national bibliography are extracted from the system. A large number of institutions, public libraries, archives, etc., have access to this database via telecommunication. The search capabilities, however, are not yet satisfactory. Circulation control, facilities for acquisition, and periodicals are still missing.

Many libraries have chosen to keep their manual routines and catalogs, in addition to using LIBRIS. Some libraries have local systems of their own. For instance, the University of Stockholm has established the GEAC-system, the library in Linköping will do the same, and the University Library in Umeå and the Public Library in Stockholm have chosen DOBIS/LIBRIS. The university libraries in Lund, Gothenburg, and Uppsala are still negotiating. All of them, however, are determined to continue their cooperation with LIBRIS, and they intend to get their local items from the central LIBRIS, just as the University of Stockholm already does.

THE ARCHIVE FOR THE PRESERVATION OF FILMS AND RECORDINGS

To preserve sound recordings, films, and other media, a special archive was established in 1977: Arkivet för Ljud och Bild (ABL) in Stockholm, with nationwide responsibility within its field. ABL is open to researchers, but presently, loans are not possible.

TRAINING OF LIBRARIANS

All training of librarians in Sweden takes place at the School of Library and Information Science (Bibliotekshögskolan) in Borås near Gothenburg. The study program is tailored for work in all types of libraries as well as related areas of cultural and information sectors. About 240 librarians annually graduate from the two-year program. The school also sponsors advanced training courses and the training of other categories of personnel. It carries out library-related research in cooperation with research institutions at the universities.

THE SWEDISH LIBRARY ASSOCIATION

The Swedish Library Association (Sveriges Allmänna Biblioteksförening, SAB) is a platform for all Swedish libraries. The association was formed in 1915, and since 1982, SAB has been organized into the following five sections: public libraries, school libraries, research libraries, hospital libraries, and individual members. The classification system used by public libraries was developed by SAB. The Association also sponsors courses and conferences, and publishes BIBLIOTEKSBLADET. The Association also has an opinion-making function. It is active in international issues, participating in the International Federation of Library Associations and Institutions (IFLA).

The IFLA 56th Council and General Conference will take place in Stockholm in 1990. About 2,000 people are expected to attend the conference. The SAB's chancellery should be contacted for further information about the Association or IFLA 1990. The chancellery also provides programs for foreign visitors who want to tour and study a Swedish library. The address is: SAB, Box 200, S-221 00 Lund, Sweden.

THE BENEFITS OF JOINING AN INTERNATIONAL ORGANIZATION
OR
HOW I TRAVELED TAX DEDUCTIBLE TO HAWAII

Darlene Shiverdecker

I met Jean Lowrie, Executive Director of the International Association of School Librarians (IASL), at the 1984 ALA Midwinter Conference and learned that IASL was going to meet in Hawaii that summer. I had always wanted to visit Hawaii, and when I learned that it could be tax-deductible, I immediately joined IASL and began to plan my trip.

I talked my sister-in-law into going with me, and we had a fantastic two weeks, one week on a study tour of the libraries of the outer islands and one week in Honolulu at the conference. My sister-in-law couldn't believe that I actually wanted to visit school libraries instead of lying on the beach with her. And I really did go on all of the tours of libraries, learned a great deal, met lots of interesting people, and heard and saw ideas to use at home. They even fed us on every tour, so there was an added incentive.

The people attending the study tour and conference were from all over the world, many from the United States, but others from Japan, Germany, and several countries in Africa, including South Africa. The conference itself was held at a private school overlooking Honolulu. The conference consisted of good programs, guests from around the world, more tours, and of course, excellent meals and receptions.

I have been unable to attend any of the other conferences, but I have continued my membership in IASL. The bulletins are filled with information on libraries around the world and are an excellent way to keep up with information on our profession.

The most beneficial part of my membership and trip with IASL is the friendships I have made. I see people at the ALA conferences for a time of laughter, talk, and reunions, I feel that I received more from my participation in IASL than I ever imagined.

I.A.S.L. **PERSONAL MEMBERSHIP**

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Send to: Dr. Jean E. Lowrie, P.O. Box 1486
Kalamazoo, Michigan, U.S.A. 49005

***Darlene Shiverdecker** is the library/media specialist at Walnut Hills High School in Cincinnati, Ohio. She received her M.Ed. degree in Educational Media from Miami University and is an active OELMA member.*

CAPITAL CITY COLUMN

Jacqueline E. Wagner

Happy New Year! I hope that all of you have had a festive holiday season and that the scales do not cause you too much anxiety.

I have spent my first quarter with the Department learning the internal mechanisms and struggling with how best to serve the over 600 school districts as your consultant. The sheer number of districts was a bit overwhelming at first.

Keeping in mind the theme of this edition, "Libraries and Media Around the World," I would like to propose that my agenda for this year be "Libraries and Media Around the State." Most of you, as library/media specialists, belong to a variety of formal and informal regional associations. I would be more than willing to come to your association meetings to meet with you and listen to your concerns.

As I do not have a list of these various groups, I would like to enlist your assistance in this endeavor. Please write or call to invite me to your sessions. Your newsletters would also be welcome. I look forward to you helping to put me "on the road again" and again and again!

WINNERS
OF THE OHIO MEDIA SPECTRUM
THEME CONTEST

Tina Butler is the chairperson of the Department of Library Science and Instructional Media at Ohio Dominican College. She was a teacher in the Columbus Public Schools for eight years. She was the media center director at St. Cecilia Elementary School for five years and a library/media specialist at St. Charles Preparatory School for three years. She has an undergraduate degree from St. Louis University, a master's degree in instructional design and technology from Ohio State University, and currently is working on an M.L.S. at Kent State University. She has been active in OELMA activities and is the 1988 director of OELMA's Central Region.

Award Winning Theme:
"In-Service Development: The Library/Media Specialist's Role"

I suggested this theme because, as most library/media specialists will agree, our role can be described as teacher, information provider, and instructional designer. These roles impact students directly. The interaction necessary to accomplish staff development activities allows us to "partner" with administrators and other teachers. Through this partnership, we not only fulfill our role, but we become highly visible—thus addressing public relations objectives, and in addition, we emerge as articulate, informed colleagues eager to share our expertise. The more we encourage the effective use of library/media, the more we are doing to provide quality media programs for our students.

M. Barbara Gerson is library/media specialist at Cuyahoga Heights Elementary School. This is her 15th year in education as elementary library/media specialist. Previously, she had the position of assistant in Children's Services at the Lakewood Public Library. Her undergraduate degree is in English from Ohio Dominican College, and she has an M.S.L.S. from Case Western Reserve University. Barbara has been active in a variety of OELMA endeavors.

Award Winning Theme:
"Involving Students in the Skills-Learning/Research Process"

I suggested this theme because **integrating** library information skills into the curriculum is logical, sensible, and, most importantly, appealing to the students.

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Dan H. MacLachlan is the library/media specialist at the Riedinger Middle School (Akron). Dan has been in education for 25 years—the past four of which have been in library/media. He has a B.S. degree in education from Bluffton College (Ohio), an M.S. in education from the University of Akron, and an M.L.S. degree from Kent State University. Dan has been active in a variety of OELMA activities; he is currently the Chairperson of the Junior High/Middle School Division and the 1988 Director for OELMA's Northeast Region.

Award Winning Theme:
"Author Visits"

I suggested this theme because interaction with authors has always been a popular activity for library/media specialists. Students and staff alike appreciate getting to know that authors are real, living people, too. There is a special feeling of warmth, kinship, and accomplishment when people get to meet and come to know the authors whose books they read.

Paula Rosencrans has been the library/media specialist at Arcadia Elementary School (Arcadia, Ohio) for the past eight years. She has a B.S. in education from Bowling Green State University, where she has also taken graduate courses in library/media. She is presently serving on the OELMA Northwest Region's steering committee.

Award Winning Theme:
"Political Activism: Up Close and Personal With the Ohio Legislature"

I suggested this theme because it is important that OELMA members become more aware of what is happening in the State Legislature and that they communicate their concerns, as well as their appreciation, by writing to their legislators. During the Ohio Right to Read Week in March 1987, our school invited important people from the community to visit with our students and to tell them about their work, why reading is important, and to share a reading with a class. Much to our delight, State Representative John Stozich from Findlay, Ohio, agreed to come. It was a valuable learning experience for our students. It also helped us to realize how important it is to get to know our government officials and share with them what we are doing in the schools. The Ohio Legislature can have a great impact on providing quality education in Ohio schools, but we need to make ourselves more visible to them and to involve them in more of our activities.

Kay E. Whisler is the K-8 library/media specialist for the Northeastern Local Schools (Defiance, Ohio). She has been in this position for nine years. Prior to this position, she taught business education in Illinois. Kay has a B.S. from Manchester College (Indiana) and an L.E.M. from Bowling Green State University.

Award Winning Theme:
"Small But Mighty"

I suggested this theme because most of the articles we read in the various professional journals are about large school systems, computerized systems, extensive reference collections, big budgets, and so forth. But "small" does not mean ineffective. Being small offers opportunities to get to know students better and possibly to help them more—especially with their personal problems—because we do have the time to listen. Because we must be very careful with the spending of a small budget, we may make better and more specifically needed selections for our students. We tend to develop closer relations with the nearby public and college librarians in order to supplement and complement our own collections. Because we are small does not mean we must think small or ineffective—but we must capitalize on strengths and the characteristics of the circumstances in which we find our professional role.

ACROSS THE EDITOR'S DESK

ITEM: **Book — BEFORE YOU GO TO GREAT BRITAIN: A RESOURCE DIRECTORY AND PLANNING GUIDE.** 1986. 216 p.

SOURCE: Shoe String Press Inc., 52 Liberty Street, Box 4167, Metuchen, New Jersey 08840

COST: $25.00

DESCRIPTION: A directory of information sources for the independent traveler who has time limitations. Enables prospective travelers to plan their itinerary in advance.

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ITEM: **Books — LIBRARIES IN THE UNITED KINGDOM AND THE REPUBLIC OF IRELAND,** 1987. 171 p., paper; and **LIBRARIES IN COLLEGES OF FURTHER EDUCATION AND HIGHER IN THE UNITED KINGDOM AND THE REPUBLIC OF IRELAND,** 1987. 96 p., paper

SOURCE: American Library Association, Publication Services, 50 East Huron Street, Chicago, Illinois 60611

COST: $17.50

DESCRIPTION: Identifies more than 1200 public, special, university and private libraries; and 600 libraries in colleges, including both institutions for general studies and schools specializing in fields such as music, drama, or agriculture in the United Kingdom and Ireland. Useful resources for persons planning to study libraries in the United Kingdom. Published by the Library Association, London.

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ITEM: **Book — DIRECTORY OF INFORMATION SYSTEMS AND SERVICES**

SOURCE: Prof. Francois Muller, International Affairs Forum, 19, Grand rue, 1204 Geneva, Switzerland

COST: $100.00 (includes updating)

DESCRIPTION: The International Affairs Forum has and continues to collect data about information systems and services established within international organizations. Covers a broad spectrum of subjects and describes the scope and geographical coverage of information systems and data bases.

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ITEM: **Brochure — OHIO'S STATEWIDE TESTING PROGRAM: ASSURING STUDENT COMPETENCY**

SOURCE: Ohio Department of Education, Division of Educational Services. Assessment Center, Room 207, 65 South Front Street, Columbus, Ohio 43266.

COST: Free

DESCRIPTION: Addresses specific questions about the two new testing programs. First, Ohio school districts will measure each student's reading, language, and mathematics achievement in terms of the student's ability. Second, to earn a diploma, students will demonstrate at least ninth grade proficiency level in reading, writing, mathematics, and citizenship, in addition to completing the high school curriculum. By demonstrating at least a twelfth grade proficiency level in the same areas, the student may earn one of several types of diplomas.

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ITEM: **Bibliography — "Science Fiction: Highlights of the Eighties"**

SOURCE: BOOKLIST, December 1B5, 1987 issue. Blanche Potter. ALA/Booklist, 50 East Huron Street, Chicago, Illinois 60611

COST: Locate copy of journal, or $4.00 single issues, subscription $51.00 per year.

DESCRIPTION: A selective bibliography for young adult and adult readers. The sixty titles will intrigue and challenge the minds of teenage SF fans of all levels of maturity and scientific sophistication.

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ITEM: **Bibliography — "Growing Up Native American"**

SOURCE: BOOKLIST, November 1, 1987 issue.

COST: Locate copy of journal, or $4.00 single issues, subscription for $51.00 per year.

DESCRIPTION: A selective, retrospective list of young adult materials about the experience of growing up in Native American cultures. Contains both classic and contemporary titles and provides both historical and individual perspectives. Contains brief

annotations and references to BOOKLIST reviews. Provides a wide range of topics and reading levels and will be of interest to readers of all ages. The topics offer valuable insights into a little-known segment of American history and culture.

ITEM: **Book — MUSEUM OF SCIENCE AND INDUSTRY BASIC LIST OF CHILDREN'S SCIENCE BOOKS**, 1987. 84 p., paper

SOURCE: ALA Books and Electronic Products, 50 East Huron, Chicago, Illinois 60611

COST: $8.95

DESCRIPTION: Provides a critical review of science books for grades K-12. The second annual update of ALA's popular 1985 title, MUSEUM OF SCIENCE AND INDUSTRY BASIC LIST OF CHILDREN'S SCIENCE BOOKS. The books have been examined for accuracy, curency, author's qualifications, organization, format of text, and quality of illustrations. Also less tangible qualities were considered such as literary merit, balanced and objective writing, and the degree to which the books encouraged scientific skills and attitudes.

ITEM: **Videotape — ELEMENTARY SCHOOL LIBRARIANS: PARTNERS IN EXCELLENCE IN SCIENCE EDUCATION**, January, 1988.

SOURCE: American Library Association, 50 East Huron Street, Chicago, Illinois 60611

COST: $60.00 - 16 minutes, VHS or Beta, 3/4" U-matic

DESCRIPTION: Will motivate school media specialists to take the initiative in science education programming. Ideal for staff development and to open discussion on strategies specific to your library/media center's resources and student needs. The emphasis is on what a library/media specialist without a formal science education can do to stimulate children's curiosity about science.

ITEM: **Videocassettes — VOICES AND VISIONS [Modern American Poets] Series.**

Promotional Materials for VOICES AND VISIONS.

SOURCES: **Videocassettes — for information on buying, renting, or off-air taping, call 1-800-LEARNER**

Promotional Materials — ALA has recieved funding to develop library programming materials in conjunction with this new PBS series. For more information, contact Deborah G. Robertson, ALA Public Information Office, 50 East Huron Street, Chicago, Illinois 60611, 1-(800)-545-2433

COST: **Videocassettes — series of 13, $350-.00 1/2" VHS, or $29.95 for each cassette about a single author**

DESCRIPTION: **Thirteen programs on modern American poets, produced by the New York Center for Visual History. Airs beginning January 26, 1988.**

Promotional materials — ALA is developing kits of materials including a viewer's guide, programming and display ideas, clip art and a poster.

ITEM: **Booklet — SAFETY IN THE LIBRARY MEDIA CENTER**

SOURCE: Don Jorgensen, McKinley ISC, 1010 Huron Street, Manitowoc, Wisconsin 54220 (414) 683-4773

COST: $10.50 (include payment, by check, with order)

DESCRIPTION: Deaths and injuries resulting from the use of electrical equipment, carts, and other materials typically found in library/media centers prompted the preparation of this handbook by the Wisconsin Educational Media Association. This is a simple, easy to read document with illustrations and simple to follow guidelines to raise the safety awareness of library/media specialists, administrators, faculty, and students. Includes transparency master artwork for inservice training.

ITEM: **Book — 101 SOFTWARE PACKAGES TO USE IN YOUR LIBRARY: DESCRIPTIONS, EVALUATIONS, PRACTICAL ADVICE**, 1987. 154 p., paper

SOURCE: American Library Association, Publishing Services, 50 East Huron Street, Chicago, Illinois 60611.

COST: $17.95.

DESCRIPTION: Contains all the information needed by school/library media specialists to select and implement the most effective software packages for any application. Each of the 101 reviews

is based on hands-on testing and includes the vendor, price, hardware requirements, the nature and quality of documentation, related programs, and additional sources of information. The reviews are arranged by application.

ITEM: **Book — NOTABLE FILMS AND VIDEOS, FILMSTRIPS, AND RECORDINGS FOR CHILDREN, 1973-1986.** 1987, 112 p., paper

SOURCE: ALA Books & Electronic Products, 50 East Huron Street, Chicago, Illinois 60611

COST: $8.95

DESCRIPTION: A retrospective collection for building high-quality nonprint collections for children. Based on the annual list of notables prepared by ALA's Association for Library Service to Children, the list identifies 159 films and the videos derived from them, 80 filmstrips, and 180 recordings of especially commendable quality. All materials are appropriate for children from preschool through age 14.

ITEM: **Brochure — "Ethics Sin List"**

SOURCE: ALA, Office for Intellectual Freedom, 50 East Huron Street, Chicago, Illinois 60611

COST: $0.25 and a self-addressed, stamped envelope

DESCRIPTION: This brochure from the Committee on Professional Ethics asks, "Could These Situations Be Unethical?" The 27 situations listed, from "using patron records for political purposes" to "not providing full service because the request is a homework assignment," were developed to stimulate discussion and controversy about questions about ethics.

ITEM: **Newsletter - LITA Newsletter**

SOURCE ALA, Subscriptions Department, 50 East Huron Street, Chicago, Illinois 60611

COST: $15.00 per year

DESCRIPTION: This quarterly newsletter features a mixture of news, reports, opinions, and provides coverage of conference programs and discussions within LITA, the only professional association devoted exclusively to the use of technology in libraries.

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PROFESSIONAL DEVELOPMENT/OPPORTUNITIES

ITEM: **FINANCIAL ASSISTANCE FOR LIBRARY EDUCATION, ACADEMIC YEAR 1988-89**

CONTACT: The standing Committee on Library Education (SCOLE), ALA, 50 East Huron Street, Chicago, Illinois 60611. Cost, $1.00.

COMMENTS: This annual directory gives information on national awards and scholarships, fellowships, grants and assistantships from state library agencies and associations, educational institutions and local libraries. Most listings are for programs leading to the master's degree in library science, although some apply to undergraduate, sixth-year certificates, doctoral and continuing education programs.

AWARD: **Bill Backer Memorial Scholarship**

CONTACT: Applications available from the Bill Backer Scholarship Program, American Association of School Librarians, ALA, 50 East Huron, Chicago, Illinois 60611.

COMMENTS: AASL and Scholastic, Inc., present this new scholarship program named in memory of Bill Backer, director of library promotion for the Scholastic Book Group. The program is designed to promote the continuing education and professional development of school library media specialists for the purpose of attending American Library Association or AASL preconference or regional workshops. Applicants must be AASL/ALA members, hold a position as a full-time school library-media specialist at the building or district level, and receive no other financial support for conference or workshop attendance.

AWARD: **LITA/CLSI Scholarship**

CONTACT: Criteria and applications available from LITA/CLSI Scholarship, ALA, 50 East Huron, Chicago, Illinois 60611.

COMMENTS: The scholarship is designed to encourage students to pursue a career in library automation. The $1,500 award will be made to a student entering an ALA-accredited master's degree program in which the student's program must emphasize library automation. Completed applications, including all references and transcripts, must be postmarked no later than April 1, 1988.

AWARD: **Constance Dorothea Weinman Scholarship Trust for Graduate Study in Instructional Technology**

CONTACT: Criteria and application available from The Constance Dorothea Weinman Scholarship Trust for Graduate Study in Instructional Technology, United States National Bank of Oregon — Trust Group, P.O. Box 14444, Salem, Oregon 97309.

COMMENT: This scholarship was established in honor of Constance Dorothea Weinman to provide financial awards to qualified graduate students currently attending a college or university and who are seeking a master's or doctoral degree in the field of instructional systems technology. Annual awards of up to $5,000 will be given to those individuals who meet the scholarship criteria. Deadline: May 30, 1988.

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Apply for membership — or renew — now! Complete the accompanying form and mail it with your payment to the OELMA office.

Ohio Educational Library/Media Association
An affiliate of the Ohio Education Association

NEW MEMBER ☐ **RENEWAL** ☐ Please complete entire form Jan 1 - Dec 31

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(see other side)

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TO WHICH OF THE FOLLOWING ORGANIZATIONS DO YOU BELONG?

1. American Library Association ☐
2. American Assoc. of School Librarians ☐
3. Association of Educational Communications and Technology ☐
4. Ohio Library Association ☐

TYPE OF 1987 MEMBERSHIP

ACTIVE	$30.00	☐
STUDENT	$ 5.00	☐
RETIREE	$ 5.00	☐

OFFICE USE ONLY

Date Received _____

Amount _____

COMMITTEES on which you would be willing to serve if appointed* (check one)

- A. Archives ☐
- B. Budget and Finance ☐
- C. By Laws and Policy ☐
- D. Convention 1987 ☐
- E. Copyright ☐
- F. Excellence in School Library/ Media Centers ☐
- G. Goals and Long Range Planning ☐
- H. Legislative ☐
- I. Membership ☐
- J. Nominating ☐
- K. Public Relations ☐
- L. Publication ☐
- M. Scholarship and Awards ☐
- N. Standards ☐
- O. Statistics ☐
- P. Student Media Contest ☐

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	I wish to receive communication from	I wish to be active in Check One
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B. Educational Films/Video	☐	☐
C. Elementary	☐	☐
D. High School/Vocational	☐	☐
E. Higher Education	☐	☐
F. Instructional Television	☐	☐
G. Intellectual Freedom	☐	☐
H. Junior High/Middle School	☐	☐
I. Multi/Type Library Media Cooperation	☐	☐
J. Retirees	☐	☐
K. Supervisory	☐	☐

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Call For Manuscripts
UpComing Themes

The following themes were selected for the next issues:

Spring 1988 — **Library/Media Leadership: What It Is, How To Develop It, Evidence in Ohio**
Manuscripts being sought for this theme include, but are not limited to: leadership on the state, regional, and national levels; leadership in individual buildings and districts; leadership principles, styles, characteristics and applications.
(deadline: January 1, 1988)

Summer 1988 — **Wellness for Library/Media Specialists and Students**
Manuscripts being sought for this theme include, but are not limited to: drug education/abuse; alcoholism; coping with stress; sensible diets and exercise; AIDS; teen pregnancy and suicide; latchkey kids; child abuse, etc.
(deadline: February 1, 1988)

Fall 1988 — **Open**
This issue has no set theme but provides an opportunity for library/media specialists to address a variety of topics of interest to library/media specialists at all levels.
(deadline: March 1, 1988)

Winter 1988 — **"Political Activism: Up Close and Personal With Ohio's Legislature"**
How does it affect us? What do we need to know? How do we become more "politically active"? What is OELMA's position on _____ ? How do our state representatives and senators view school/library media specialists and programs in the schools?
(deadline: August 1, 1988)

In addition to the theme section, other articles with information relative to the priorities of the journal or vital to membership interests may be included in each issue.

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OHIO MEDIA SPECTRUM

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1987

VOLUME 39

Ohio Educational Library/Media Association

INDEX
to the
OHIO MEDIA SPECTRUM

The Official Publication of the
Ohio Educational Library/Media Association

Volume 39
January 1987 - December 1987

Ann Weiland, Indexer

With the Computer Age upon us, we naturally reached for a data-base program to accomplish the task of producing this index. APPLEWORKS, vers. 2.0 was the choice because of the integration possibilities of the data-base and word processing components of the program.

Each article has an author, title, and subject entry in word-by-word alphabetical order. SEARS LIST OF SUBJECT HEADINGS, 11th Edition, was the source for subject headings with just a touch of creativity on the part of the indexer for "new terminology."

In deference to using a computer program, only one subject heading was chosen and no "see" or "see also" entries were used. With multiple authors, only last names were used and the title and subject entries were listed just once.

SAMPLE ENTRY: **COPYRIGHT**
"To Copy: Right or Wrong?"
Jordan, Dan
v. 39 no. 1: 72-74 (SPRING '87)

EXPLANATION: An article on: the subject of COPYRIGHT
Entitled: "To Copy: Right or Wrong?"
Written by: Dan Jordan
Found in: Volume 39, (SPRING '87) number 1, on pages 72-74

ABBREVIATIONS: CP — Centerfold Pullout
IBC — Inside Back Cover
RPS — Rear Pullout Section

***Ann Weiland** is the library/media specialist at Bellfountaine Middle School, Bellfountaine, Ohio.*

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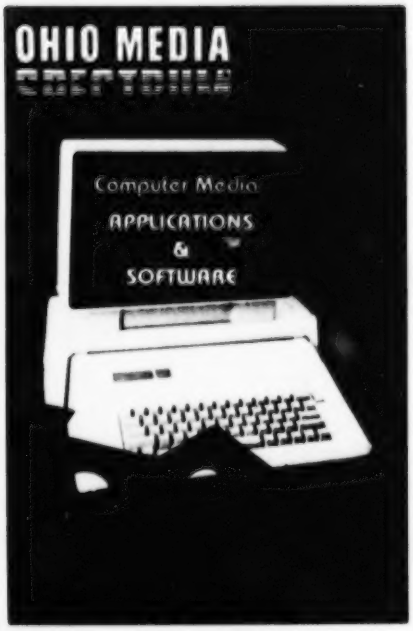

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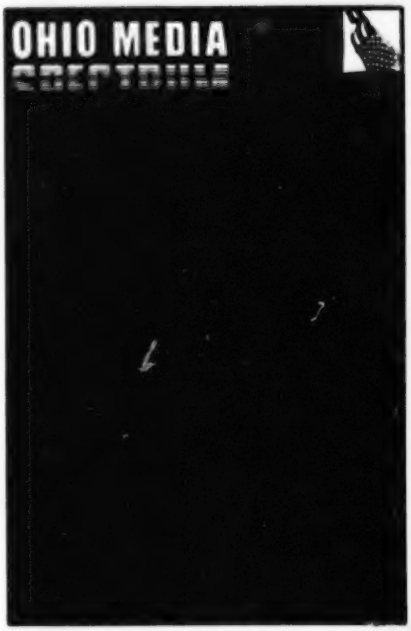

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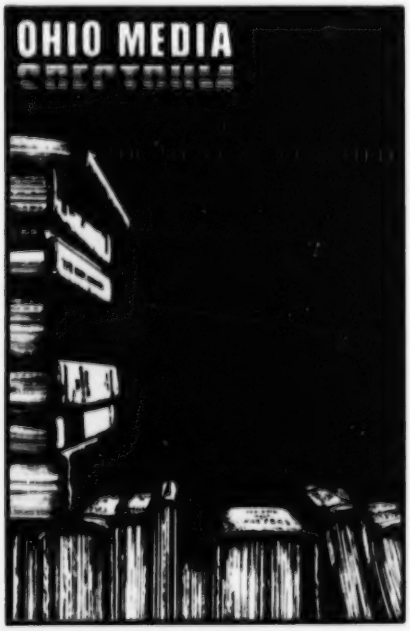

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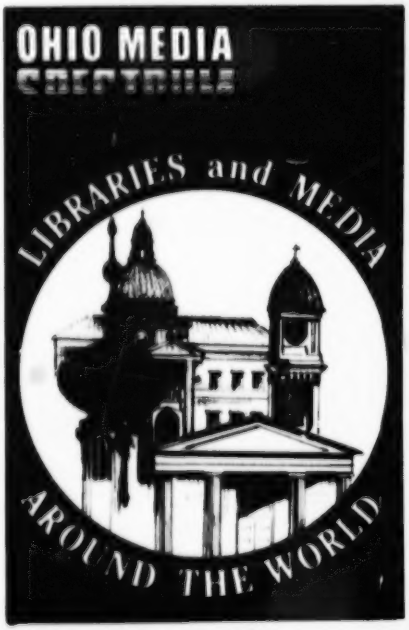

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OHIO MEDIA SPECTRUM

Manuscript Guidelines

All manuscripts must be typed or word processed. Manuscripts should be free of errors.

Use double spacing, standardized paragraph indentions, punctuation, and capitalization. Do not use abbreviations, and spell out numbers less than ten.

Use standard headings (i.e., main headings are on the left margin and subheadings are centered on the page). Direct any inquiries to the editor.

Required length: five (5) to ten (10) pages.

Two copies of the manuscript must be submitted *or* a copy of the manuscript microcomputer disk (5¼" floppy). Word processing should be done with *Appleworks* or *AppleWriter*. Disks will be returned in the mailer in which they are sent if an addressed return label and appropriate postage are submitted with the disk. Authors are cautioned to make a backup copy of the disks before sending. The editor, **SPECTRUM**, and OELMA accept no responsibility for damaged disks or "lost" data during transit or while in our possession.

Authors of accepted articles must include photos of themselves (black & white) and a brief biography (three or four sentences long and including official job title).

Photographs and graphics that directly relate to articles should be provided by authors. Such items should offer sharp images, good content, and be clearly related to the text of the article. Photos should be 5 x 7 inches or larger. These materials will be returned if a self-addressed, stamped envelope is provided.

NOTE: All manuscripts are subject to the referee process and the approval of the Editor and the Editorial Board. All manuscripts will be edited to conform to the space limitations and needs of the journal.

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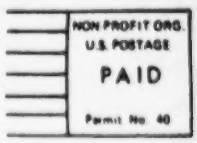

One trait of professionals is that they know what is happening in their professional field; their insight is not just limited to the sphere of their own, everyday work environment. Such nonisolationism is one of the keys to knowing what is happening and how this might affect or be incorporated into one's own system. Thus, a profession tends to advance by retaining the best of concepts and techniques and culling out those which are outmoded or of lesser value. This issue offers an opportunity to expand your horizons—to learn what is happening in the library/media profession on an international basis.